DOCUMENT RESUME

ED 033 488 EC 004 468

AUTHOR	Meyen, Edward L.; Carr, Donald L.
TITLE	Life Experience Starter Unit: Set No. 1.
INSTITUTION	Iowa State Dept. of Public Instruction, Des Moines.; Iowa Univ., Iowa City. Special Education Curriculum Development Center.
Spons Agency	Office of Education (DHEW), Washington, D.C.
Pub Date	68
Note	163p.
EDRS Price	EDRS Price MF-$0.75 HC-$8.25
Descriptors	Budgeting, Clothing Instruction, *Curriculum Guides, Educable Mentally Handicapped, Educational Objectives, *Excepticnal Child Education, Experience Charts, Instructional Materials, Lesson Plans, *Mentally Handicapped, Money Management, Prevocational Education, Schocl Orientation, Self Care Skills, Travel, Travel Training

Abstract

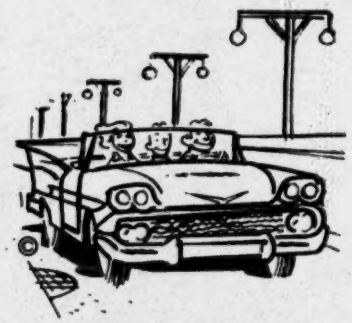
Developmental steps to writing life experience units fcr the educable retarded are cutlined and six units are partially completed. Objectives of the unit, sub-units, core activities, resource materials, vocabulary words, and lesscn plans are provided for primary units on school orientation and clothing, intermediate units on grooming and taking a trip, and advanced units cn preparing for work experience and budgeting. Each lesscn plan contains cbjectives, activities, resources, and ideas for experience charts. Forms for teacher evaluaticn of the material are included. (RJ)

ED033488

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER
- an in-service training approach

SET Nº 1

Clothing



Taking A Trip

Budgeting

LIFE EXPERIENCE STARTER UNIT

An Honorable Place In Society

Preparing For Work Experience

Grooming

School Orientation

A COOPERATIVE PROGRAM INVOLVING THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION AND THE UNIVERSITY OF IOWA

EC004468

ED033488

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

IN-SERVICE TRAINING MATERIALS FOR TEACHERS

OF THE EDUCABLE MENTALLY RETARDED

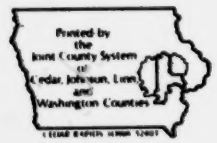
Policy Statement: A review of commercially prepared material by the Special Education Curriculum Development Center does not constitute a recommendation or endorsement for purchase. The consideration of such material is intended solely as a means of assisting teachers and administrators in the evaluation of materials.

Staff: Edward L. Meyen, Director
Sigurd B. Walden, Assistant Director
Munro Shintani, Ph.D., Coordinator

Staff Assistants:

Phyllis Carter
Pat Adams
Keith Doellinger

The project is supported in part by a grant from the
U.S. Office of Education, awarded under PI-88-164
Edward L. Meyen, Principal Investigator
Donald L. Carr, Ph.D., Co-Investigator



Second Printing
Summer, 1968

PLEASE NOTE

The evaluation sheets found at the conclusion of this material represent the continuing effort of the Special Education Curriculum Development Center to meet the needs of the Special Class teacher. It is requested that teachers using this material record statements and specific evaluation points as indicated and submit this to the Center.

The time and effort given to this report will be greatly appreciated. You may be assured it will receive serious consideration in structuring guidelines for further development of materials to be disseminated.

LIFE EXPERIENCE STARTER UNITS

SET #1

TABLE OF CONTENTS

Page

Introduction 4

Primary Units

School Orientation 17

Clothing 39

Intermediate Units

Grooming 57

Taking a Trip 81

Advanced Units

Preparing for Work Experience 109

Budgeting 139

LIFE EXPERIENCE STARTER UNITS

SET #1

Introduction

In response to the number of requests received from teachers in the field for "Life Experience Units", SECDC will periodically distribute selected units. In order to cover a variety of topics and to facilitate the development of a greater number of units on different levels of instruction, it will be the practice of SECDC to construct starter units instead of complete comprehensive units. The starter unit will be developed in accordance with the Guidelines for the Development of Life Experience Units, distributed in May, 1967. In general they will include the completed preliminary steps plus approximately ten lessons. Sufficient information will be included to allow the teacher to complete the unit utilizing her own ideas and gearing the activities to the specific needs of her group. As a general reference an outline of the development steps followed in preparing the starter units will be included with each collection of units prepared.

Teachers vary in the techniques they use in introducing units just as they differ in how they organize the content of units. Consequently the sample lessons are not necessarily suggestions for the first lesson to be taught. Teachers are encouraged to use the starter units as the basis for developing more comprehensive units.

DEVELOPMENTAL STEPS TO WRITING LIFE EXPERIENCES UNITS

The unit method of teaching educable mentally retarded children has received increased attention in recent years. Realizing the benefit which retarded children can obtain from a well-planned and effectively-taught unit, it is the intent of this outline to suggest procedures in developing Life Experience Units. The organizational structure included in this outline is recommended as a desirable procedure for developing units. Basically, the Integrated Life Experience Unit Approach is the adaptation of practical every-day experiences into units of work designed to facilitate social growth and learning experiences of the educable mentally retarded. Into each unit are integrated planned experiences in arithmetic concepts, social competency, communication skills, health, safety, and vocational competencies.

The flexibility of this approach allows the teacher to draw upon practical every-day experiences that are familiar to the retarded and to develop these experiences into meaningful learning situations. Motivating the retarded becomes less of a problem when you are drawing upon teaching resources with which a child is familiar and relating them to meaningful learning experiences within the individual's environment.

The basic purpose of the developmental steps outlined in the following pages is to encourage the teacher to carefully plan her unit and in the process to accumulate a resource of ideas pertinent to the unit topic. Each step represents an evaluation of the merit of the topic being considered. In other words, the idea of the preliminary step is to test the potential of the unit and to prepare the teacher for the later writing of her lesson plans.

Many teachers approach the writing of units by briefly noting the major points to be covered and

proceeding to write lesson plans. In many cases the result is a well taught unit. However, even a well taught unit may be inadequate if it failed to effectively cover the material. If considerable emphasis is being given to unit teaching in the curriculum, then it is essential that the unit be viewed as a tool for teaching more than specific information relative to an isolated topic. The teaching of academic skills must be considered an integral component to the unit teaching approach. The construct previously discussed and the developmental steps to be described on succeeding pages are designed to require a consideration of these broader curricular demands.

Preliminary Steps

Keep in mind that the purpose of the preliminary steps is to evaluate the potential of the unit and in the process to generate a resource of ideas on content, material, and techniques relative to the unit. To facilitate this effort questions are used to introduce each step. It should also be noted that in progressing through the preliminary steps the teacher is not attempting to write the steps in final form; rather, the purpose is preliminary to the actual writing of lesson plans. As teachers become proficient in this procedure, the preliminary steps become somewhat routine.

Preliminary Steps

I. Select the unit you plan to teach. (What are the reasons for teaching this particular unit at the present time?)

   A. When selecting a unit, you should consider the contributions that the unit can make for the total curriculum.

      1. Review the units that have previously been taught.

2. Concern yourself with the needs of the class with respect to strengths and weaknesses in different core areas.

3. Formulate your rationale; take time to jot down why you desire to teach a specific unit at this particular time.

4. Unless past experiences with the class indicate a definite need for concentrated work in one core area, refrain from teaching more than one unit with major emphasis on the same core simultaneously.

B. Your personal interest in a particular unit topic is a poor criterion.

II. List experience sub-units. (What are the possible related themes around which lessons can be grouped within the context of the unit topic?)

This step is the first test of whether or not your unit topic has potential.

A. A sub-unit is a short unit related to the main basic theme.

1. The sub-units should reinforce the basic unit.

2. Sub-units can be utilized to strengthen core areas in which the basic units show evidence of being weak.

3. The listing of possible sub-units will facilitate organization of learning experiences and activities pertaining to the unit.

4. First list what appears to be logical sub-units in random order.

5. Later organize your sub-units into a sequential pattern.

B. At this stage you are actually generating a resource of ideas about the content and direction

of your unit. These sub-units will later represent collections of lessons. It is also quite probable that many sub-unit topics will be deleted as you progress with your planning.

1. This is the key step in reducing your later efforts in developing a unit.

2. A theme considered a sub-unit in reference to one unit may later be considered a major unit.

III. State your general objectives for the unit. (What are your overall objectives in teaching this unit? Be general, not specific, at this point.)

A. For the purpose of developing Life Experience Units for the educable mentally retarded, consider objectives as a general competency that you want the children to attain. (Think in terms of overall outcomes.)

B. Because of the various ability levels present in most special classes and the varied background of experiences which the class members possess, as a teacher you must adjust your goals for these children to allow for evidence of success according to the individual pupil's rate of achievement. You should not anticipate all children becoming proficient in all concepts or objectives.

IV. Outline your unit according to the various core areas, namely, arithmetic concepts, social competency, communication skills, safety, health, and vocational competencies. (What activities can be used to teach the core area skills related to the topic of the unit?)

A. After categorizing the concepts and objectives according to the core areas, the next step is to develop a list of activities which will reinforce the basic core areas.

1. This is an important step in the development of a well-balanced unit and should receive careful attention.

2. Sometimes it is helpful to list activities at random that are related to your basic unit,

then categorize them according to basic core areas.

3. Arrange activities in some order convenient for your use. Review each core area and weed out duplications. Also check to be sure that they are properly categorized. Compare the activities with the pattern of sub-units developed in Step II. Again, the purpose is to generate ideas on activities and techniques so that you have a resource to draw upon when you are writing your lesson plans.

V. Resource Material (What resource materials and/or people would be appropriate in teaching this unit?)

A. Compile a list of resource material and resource people which might be utilized in teaching these children.

B. There is generally an unlimited resource of materials for any given unit. These materials are available in many forms and from various sources.

1. Free and inexpensive materials from commercial companies, Chambers of Commerce, various civic departments, etc.

2. Field trips can and should be utilized to supplement units when they can definitely contribute to identifying the unit.

3. There is a wealth of material in the form of visual aids, films, records, magazines, newspapers and disposable materials which can be used to advantage.

4. The construction of model stores, banks, and post offices can be used when they facilitate the understanding of a concept.

C. Resource people can be brought into the classroom for a demonstration and class discussion.

1. This generally has value prior to or immediately following a field trip.

2. This gives you an opportunity to evaluate the children's oral discussion and, also, their social attitudes in reference to having a guest in the classroom.

Use of Resource People

1. They should understand who they will be talking to.
2. The assignment to them should be clar.
3. You should prepare the children for the session.
4. You should follow up with their evaluation of the activity.

VI. Vocabulary (What words can most easily be taught in relation to this unit topic?)

A. One of the principal contributions which a Life Experience Unit should make to the retarded child's education is that of helping him to develop a vocabulary made up of words which are crucial to the unit which is being taught. This vocabulary should include words which are relevant for speaking, writing, listening and reading.

B. You should determine a basic list for the above-mentioned vocabulary area during the early stages of the unit.

1. Be alert for opportunities to integrate these words into lessons in a meaningful way.
2. Allow for frequent repetition of these words, both written and spoken.
3. Provide opportunities for review of vocabulary words about and in conjunction with other units.

Final Step

Preparation of Lesson Plan: The preliminary steps were designed to facilitate the actual writing of lesson plans. If the previous steps have been taken seriously and considerable time devoted to their completion, the teacher should now have a wealth of ideas relative to the content and direction of the unit.

A brief review of the preliminary steps should indicate the major strengths and weaknesses of the unit. The teacher should also have accessible a resource of ideas on vocabulary, activities, and community resources.

Until this step, the emphasis has been on generating a resource of ideas on the unit topic and evaluating the potential and appropriateness of the unit. The organization of lesson plans will be sufficient direction for most teachers in teaching a unit. This does not mean that each lesson is written in such detail that exactly what the teacher is to do and say is included. Rather, it means stating objectives for each lesson and specifying how the teacher plans to attain the objective.

Suggested Format: A variety of formats are used by teachers in writing units. The format suggested in this guide is relatively simple. Teachers should feel free to use a format of their own selection or design. However, teachers are encouraged to be consistent in the use of a format.

Format

Objectives	Activities	Resources	Experience Chart

Column 1:

Objectives: In contrast to the general objectives listed in step III, the lesson objective should be more specific.

1. After listing the objectives for the lesson, you need to explore the concepts which should be taught if the objectives are to be achieved
2. A concept should result from a planned learning experience that the teacher develops as a means of teaching the children the understandings they need in achieving the general unit objectives which have been stated.
3. When listing concepts, make them specific and keep in mind that concepts should be organized in a sequence that will contribute to the accomplishment of the general unit objective.
4. In listing concepts, it is imperative that you (a) give consideration to assuring representation of the six basic core areas, and (b) that the concepts contribute to the achievement of the general unit objectives.
5. Refer to the list of sub-units which should now be in sequence.

Column 2:

Activities: In this column list the specific class activities which you plan to conduct for each lesson. Sufficient narrative information should be included so that another teacher reading your plans would be able to associate the activities with your class procedures. Also in this column include those vocabulary words which you plan to stress in the particular lesson. Refer to the activities included in the steps for suggestions or activities according to core areas. As you teach your unit indicate

which activities are successful and which are not.

Column 3:

Resources: Specify the resource material or people. If a book is to be used, list the title, author, and publisher, and copyright date.

Column 4:

Experience Chart: Effective use of experience charts as a teaching tool and as a means of recording lessons is the key to successful unit teaching. The use made of experience charts in unit teaching is the same as in teaching reading at the primary level except that this serves a more general purpose throughout the teaching of a particular unit. An immediate response to the suggested reliance on experience charts with the mentally retarded is that the technique is most applicable at the primary level and that older pupils will find it too juvenile. This doesn't have to be the result. If the teacher places value on the technique and alters its use in terms of content and the exercises taught in using the tool with older students, they will accept it.

It is not desirable to write out the story in advance, then attempt to duplicate it exactly on the experience chart during the lesson. However, it is important that the teacher include in the lesson plans approximately what she hopes to end up with on the experience chart. It then becomes the responsibility of the teacher to stimulate discussion so that the children contribute a story which approximates the content planned by the teacher. Although experience charts do not determine the direction of the unit, they do assure continuity if appropriately used. In general, every lesson should be recorded on experience charts. This allows for frequent review and serves as a permanent record of the unit.

Commercially prepared tables are available or the teacher may assemble sheets of 24 x 30 lined newsprint. Regardless of which is used, the teacher will find the use of an easel of considerable assistance.

Suggestions for teaching lessons:

1. Teach the unit, but don't talk the unit. All too frequently units fail because the teacher persists in talking the unit to death and then wonders why the children were not interested.
2. Plan your unit and record the successes and failures of the activities.
3. Always have an alternate activity in mind which you can bring in at any time to change the activity.
4. Be prepared to switch the activity at a moment's notice.
5. Make the initial lesson motivating. Be an opportunist in capitalizing on experiences of the children.
6. Follow each lesson with meaningful seatwork or small group work that can be carried out with a minimum of direction from the teacher.

Summary: The lack of prepared curriculum materials developed for the mentally retarded places considerable responsibility on the teacher for the modification and preparation of teaching materials. This situation coupled with the background typical of children in special classes makes the utilization of well-designed units a reasonable approach to teaching retarded children. This does not mean that the teacher should necessarily organize the total instructional program around Life Experience Units. However, if the curriculum content is to be relevant to the needs of special class pupils, an instructional approach similar to unit teaching becomes almost mandatory for certain areas of the curriculum.

ACKNOWLEDGEMENTS

Many of the ideas reflected in the starter units included in this publication were contributed by the following persons while students at the University of Iowa. SECDC wishes to acknowledge the efforts of these individuals and express appreciation to them for their willingness to share part of the units which they developed.

Donna Berge
Cortess Bullock
Pat Butcher
Bernadine Carlen
Raymond L. Feltner
Ronald W. Gates
Kaylene Gotter
Mary Hoy
Marjorie Myers

L I F E E X P E R I E N C E S T A R T E R U N I T

S C H O O L O R I E N T A T I O N

P R I M A R Y L E V E L

I. SELECTION OF UNIT - SCHOOL ORIENTATION

The content of this unit is aimed at guiding the students toward a realistic understanding of what they can expect from the school environment and at the same time revealing what their contributions to the learning environment should be. This unit would, of course, be taught during the first few weeks of the school year and would serve as an opportunity for the teacher to become acquainted with the students and to observe how they function in the classroom situation.

II. SUB-UNITS

A. Our School

B. School Friends

C. Good Manners at School

D. Safety at School

E. Health Habits

F. Keeping Clean and Neat

G. Good Work Habits

H. Good Use of School Supplies

I. School Helpers

J. Having Fun at School

K. Our School in the Community

III. GENERAL OBJECTIVES

A. To help children become familiar with school

1. The classroom environment
2. The school building and playground facilities
3. Types of activities, routines and schedules included in the school program

B. To realize the values and responsibilities of friendship: to encourage the development of friendships among classmates and teachers

1. Enjoy doing things with friends
2. Being considerate of others' interests, feelings and belongings
3. Finding solutions to disagreements among friends
4. Sharing time and attention with more than one person

C. To encourage the use of good manners in the classroom and on the playground

1. Use of appropriate expressions such as "please," "thank you," "I'm sorry," "excuse me," etc.
2. Taking turns and sharing in group activities
3. Being considerate of others
4. Being a good listener when others are talking

D. To learn the need for safety rules and to practice them at school

1. Walking in orderly fashion in the halls and on the stairs
2. Being careful not to bump someone who is drinking at the water fountain
3. Using caution with scissors, pencils, and other sharp objects in the classroom
4. Learning fire drill procedures
5. Using playground equipment correctly and carefully
6. Crossing streets safely with the help of the school safety patrol
7. Following safety rules on the school bus

E. To develop the understanding that when people play and work together certain health rules need to be observed

1. Using a handkerchief when coughing and sneezing
2. Washing hands after going to the toilet and before eating
3. Staying at home in bed when sick to prevent spreading germs

F. To stress the importance of a neat, clean appearance at school

1. Keeping hands, face, and body clean
2. Keeping hair clean and combed
3. Wearing clean clothes and keeping them neat
4. Keeping the schoolroom neat by putting belongings in desks and lockers

G. To help children understand the importance of developing good work habits

1. Listening carefully, then following directions
2. Finishing one job before starting on something else
3. Not disturbing other people who are working
4. Putting things away in the proper place
5. Being responsible for assigned room duties

H. To teach the proper use of school supplies

1. Handling books carefully so as not to tear them
2. Not wasting paste, paper, soap, paper towels, etc.

I. To understand the jobs and duties of the people who work in the school

1. The school nurse who takes care of children that are sick
2. The cooks who fix hot lunches
3. The custodian who cleans and takes care of the building
4. The bus driver who drives the school bus
5. The principal who helps the teachers do their jobs
6. The teacher's aids who watch the playground and help the teachers
7. The secretary who takes the hot lunch money, runs off papers, and answers the telephone

J. To learn appropriate activities for recess and free time
   1. Learning group games to be played on the playground
   2. Developing simple skills such as throwing, catching, bouncing, skipping, etc.
   3. Becoming familiar with games, toys, and activities that may be played within the classroom on a rainy day or during free time
   4. Deciding which games and activities are most suitable for the time, place and size of the group

K. To develop an awareness that parents, friends and neighbors are interested in the school and in the progress made by the students

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities
   1. Use calendar to show current date and to assign weekly room duties
   2. Count number of children in the room; number of books, scissors, pencils needed; number of teachers in the building, etc.

3. Choose partners for walks, games, lining up

4. Adding and recording scores when playing games

5. Do simple problem solving in daily use of materials

6. Find page numbers in books

7. Use rulers and yardsticks to measure posters, charts, bookmarks

8. Discuss distances, relative positions, simple directions when taking tours of the school building and playground

9. Pay money for hot lunches, milk, school supplies, school insurance, etc.

10. Learn to tell time in relation to the school's daily schedule

11. Make comparisons - big, little, short, tall, near, far, many, few, etc.

B. Social Competency Activities

1. Discuss and demonstrate proper behavior patterns on the playground, in the classroom, when taking tours of the school building, etc.

2. Keep records of the times children use the phrases "please," "thank you" "excuse me," etc.

3. Read books about good manners and courtesy

4. Dramatize situations which show various interactions between friends

5. Make a mural about friends

6. Develop respect for other people's property

7. Teach group games to encourage sharing of materials and play equipment and fair play

C. Communicative Skills Activities

1. Learn vocabulary words - names of school personnel, objects in the classroom and on the playground, courtesy words, etc.
2. Form sentences to put on experience charts
3. Write labels for desks, tables, shelves, etc. in the classroom
4. Write safety and health rules on posters
5. Compose thank you letters
6. Read classmates' names from the helper chart and names on desks
7. Self-expression opportunities in dramatic play situations
8. Explain rules of games to others
9. Class discussions of activities, books, experiences
10. Listen to resource people who visit the class
11. Make simple maps of the school room, seating arrangements, school location

D. Safety Activities

1. Recognize stop and go signs
2. Make lists of safety rules to follow on the way to school, in the school bus
3. Demonstrate correct and safe ways to play on the playground equipment
4. Make posters on safety and put them in the hallways or by the drinking fountain
5. Practice proper fire drill procedures
6. Pick up pieces of glass, rocks, and sticks from the playground
7. Show how to use scissors and other sharp objects safely

8. Invite a school safety patrol representative and school bus driver to tell about safety rules.

E. Health Activities

1. Demonstrate proper way to wash hands and face
2. Brush teeth after lunch each day
3. Provide combs and hairbrushes for children to use at school
4. Dramatize correct use of a handkerchief; discuss staying home when sick
5. Prepare bulletin board display showing good grooming practices
6. Make check lists of things children can do to keep the classroom clean and neat
7. Visit the hot lunch kitchen to learn about the preparation of school lunches

F. Vocational Competency Activities

1. Have the custodian, cooks, bus drivers tell about their jobs
2. Assign weekly room duties and have children carry them out
3. Stress following directions in games, school work, classroom procedures, etc.
4. Discuss ways to be a good worker at school

V. RESOURCE MATERIAL

Experience chart - tablet, magic markers, pictures, easel

Bulletin boards

Flannel graph and figures

Pictures to illustrate concepts

Maps - simple ones showing room areas, seating, school location

Free and inexpensive materials - health and safety posters

Hand puppet

Scrapbooks

Old magazines

Games, puzzles, etc. for indoor recreation

Balls, bats, jump ropes, etc. for playground use

Games and activities file

Resource people

Field trips - tour of school facilities

Art materials

Tape recorder

VI. VOCABULARY

Specific names of:

children in classroom

teachers in school building

other school personnel

school building

class designation or grade

room	school	desk	shelves	table	work	center
helpers	duties	write	color	draw	read	paint

paper
clock
lunch room
upstairs
custodian
problems
excuse me
drinking fountain
slide
jump
traffic
helper
directions

pencil
hallway
inside
downstairs
teacher's aid
attention
I'm sorry
push
teeter-totter
throw
handkerchief
waste
recess

scissors
office
outside
teacher
secretary
thank you
interrupt
sharp
merry-go-round
catch
clean
supplies
free time

paste
gym
playground
principal
argument
you're welcome
take turns
fire drill
tether ball
safety patrol
neat
listener
neighbors

crayons
enemy
cook
nurse
friend
please
share
swings
skip
rules
quiet
discuss

VII. LESSON PLANS

Sample lesson plans for ten lessons are included in this starter unit. These lessons do not attempt to cover the entire unit topic but rather should serve as a guide for the teacher.

The first three lessons show how the unit may be introduced and are all lettered A. These plans deal with the first general objective of the unit, A. To help children become familiar with school. These three lessons have not encompassed completely this first objective, however.

The next three lessons deal with the second general objective, B. To realize the values and responsibilities of friendship. These plans, again, do not cover the objective in its entirety.

The seventh general objective, G. To help children understand the importance of good work habits, is developed in the next two lessons, both of which are lettered G.

The last two plans are lettered K and are concerned with the final objective of the unit, K. To develop an awareness that parents, friends and neighbors are interested in the school and in the progress made by the students. These lessons would then be followed by a culminating activity.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
A. To help children become familiar with school 1. The classroom environment a. Work and play b. Classroom facilities c. Seating arrangements d. Room duties assignments 1) Water plants 2) Answer door 3) Pass the wastebasket 4) Feed the goldfish 5) Etc.	1. Introduce the puppet to the children, who asks them to go on a quick trip with him around the school room. As the puppet "talks" have him tell the boys and girls about the various parts of the room. 2. At the puppet's direction, have children place labels on objects throughout the room, such as table, shelves, clock, chalkboard, calendar, reading center, etc. Also put name cards on each child's desk. 3. Display the Helpers Chart. Discuss the various duties and demonstrate how they are done. Stress that everyone must help to keep the room neat and clean by doing their jobs well. Assign specific duties. (Helpers Chart: Write each child's name on a clothespin with a magic marker. Glue pins to oaktag; draw arms and legs on the oaktag to give the impression of human form. Print room duties on the construction paper hats, place hats in clothespins. Assign duties to different children at the beginning of each week.) 4. Write experience chart with puppet's help. Read orally. 5. Seatwork: Print on sheets of newsprint one or two names of objects in the schoolroom that have been labeled. Give one sheet of newsprint to each child; have him match the word on the	Hand puppet 3"x6" oaktag labels Magic markers Masking tape Helpers Chart: 24"x36" oaktag snap clothespins (one for each child in the room) Elmer's glue Magic markers Fancy hats made of construction paper Chart paper 9"x12" newsprint Crayons	(On experience chart display a picture of a school room) <u>Our Room</u> Our school room is big. We put name tags on things in the room. We will take turns being helpers.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	paper with the label on the object; draw pictures of the objects. 6. Vocabulary: school, room, helpers, desk, shelves, table, work center, duties, names of children in classroom.		
A. To become familiar with school (cont'd.) 2. The school building and playground facilities	1. Read previous experience chart, <u>Our Room</u>. 2. Discuss that there are other rooms in the school besides our own; some are classrooms where other boys and girls learn things, some rooms are offices where people like the nurse and principal work; the lunch room is where we eat lunch; the gym is where we play, etc. Also discuss that the playground is an important part of our school, for this is where we play during recess. 3. Make preparations to tour the school building and playground. Assign specific things to look for or find out; e.g., where the custodian's room is, the name of the secretary, the number of classrooms upstairs, the different kinds of play equipment on the playground, etc. 4. Take tour of school facilities. Talk about the things seen and bring out the specific information asked for. 5. Write experience chart. Read orally. 6. Seatwork: Assign specific children to draw a picture of each classroom, office, the lunch room and gym, each	Experience chart Camera, film Chart paper	(Snapshot of school building) <u>Our School</u> The name of our school is _____. There are <u>(number)</u> classrooms in our school. There are some offices. There is a lunch room and a gym.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	piece of playground equipment, etc. Mount pictures on bulletin board. Label each picture; e.g., "This is Miss _____'s room." 7. Vocabulary: names of school building, school personnel, class designation, gym, playground, upstairs, downstairs, inside, outside.	Bulletin board - Caption: <u>This Is Our School</u> Newsprint Crayons Oaktag sentence strips Magic markers	The playground is outside
A. To become familiar with school cont'd.) 3. Types of activities included in the program.	1. Conduct a "Brainstorming Session" - ask children to think of all the different kinds of things we might do at school this year. List all suggestions on the chalkboard. 2. Read book, <u>Let's Find Out About School</u>. 3. Write experience chart. Read orally. 4. Seatwork: Duplicate experience chart story, leaving blanks for the following words: <u>school</u>, <u>work</u>, <u>fun</u>, <u>help</u>, <u>learn</u>. Children are to write in missing words, referring to experience chart. Draw pictures to illustrate story. 5. Vocabulary: read, play, write, sing, draw, talk, eat, rest, paste, cut.	Chalkboard Book: <u>Let's Find Out About School</u>, Martha and Charles Shapp; Franklin Watts, Inc.; N.Y.; 1961. Chart paper Ditto master copy Crayons Pencils	(Picture of children in a classroom setting.) <u>What We Do At School</u> We will do lots of things at school. Sometimes we will work. We will do some things just for fun. Doing all these things will help us learn.
B. To realize the values and responsibilities of friendships;	1. Play a guessing game - have children make up riddles about their friends. For example, "I am thinking of a friend with a red dress on. Who is		(Picture of two children playing together)

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
to encourage the development of friendships among classmates and teachers. 1. Enjoying doing things with friends	my friend?" 2. Discuss why we like our friends, what makes them good friends, what we enjoy doing with our friends, etc. 3. Read book: A Friend Is Someone Who Likes You. 4. Write experience chart. Read orally. 5. Seatwork: Make a mural about friends. Have children depict scenes showing ways friends have fun together at school, at home, on the school bus, in the neighborhood, etc. Entitle mural, Friends Have Fun Together. 6. Vocabulary: friend, fun, together.	Book: A Friend Is Someone Who Likes You; Joan Walsh Anglund: Harcourt, Brace and World, Inc.: N.Y; 1958. Chart paper Kraft paper Tempera paints Brushes	Friends A friend is somebody who you like. They like you, too. It is fun to play with our friends. Friends make us feel good.
B. To realize the values and responsibilities of friendship (cont'd.) 2. Being considerate of others' feelings, and belongings	1. Before class time, record on the tape recorder several story situations, stressing consideration of others' feelings, belongings, interests. For example: "Jimmy's birthday was on Saturday. He got a very special birthday present - a yellow dump truck just like he's wanted for a long time. On Monday he brought the truck to school in Sharing Time. During the day some boys were playing with it and it got broken." 2. Play recording for children, then discuss the story by asking such questions as: "How do you think Jimmy feels?" "How do you think the truck got broken?" "How do the other boys feel?" "What should Jimmy do?" Etc.	Tape recorder	(Picture of children who are friends) Being a Good Friend We don't want to hurt other people's feelings. One way to make people feel good is to do the things they like to do. We should be careful with things which belong to other people.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	3. Through discussion bring out that we must ask permission before playing with someone else's things; that someone's own belongings should be handled with care; personal belongings should be kept in a safe place at school; but even when children are careful accidents may happen. Discuss the children's feelings and why Jimmy may be hurt, etc. 4. Read books: Love Is A Special Way of Feeling and I Need All the Friends I Can Get. 5. Write experience chart. Read orally. 6. Seatwork: Worksheet with two columns. Headings - School Things and Things That Are Mine. Have children draw pictures of five things that belong to the school, and five things that belong to them. 7. Vocabulary: feelings, belong, hurt.	Books: Love Is a Special Way of Feeling, Joan Walsh Anglund: Harcourt, Brace, and World, Inc.: N.Y.; 1960. I Need All the Friends I Can Get, Charles M. Schulz; Determined Productions, Inc.: San Francisco, Calif.; 1964. Chart paper Paper Crayons	
B. To realize the values and responsibilities of friendship (cont'd.) 3. Finding solutions to disagreements among friends	1. Review previous lessons by reading experience charts, Friends and Being a Good Friend. Discuss that even among very close friends disagreements or arguments will probably arise. Talk about how such arguments can be settled, e.g., try to stop feeling angry; say "I'm sorry"; both agree to follow the rules or share or take turns; both give in a little; if necessary stay away from each other for awhile, etc. 2. Dramatize situations in which children	Experience charts	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	show how they might settle their problems. For example, "Susie and Janie were playing jump rope at recess. Susie says Janie missed a jump, but Janie says she didn't."		(Picture of children arguing)
	3. Read book: Let's Be Enemies.	Book: Let's Be Enemies; Janice Udry; Harper and Row: N.Y.; 1961.	Fights
	4. Write experience chart. Read orally.		Sometimes friends have fights or arguments.
	5. Seatwork: Draw "before" and "after" pictures. Show in first picture how people look when they're having an argument; in second picture, how they look when they've settled their problem. Have children tell about pictures.	Chart paper Newsprint Crayons	We should do what we can to try to feel happy again.
	6. Vocabulary: argument, fight, problem, enemy.		
G. To help children understand the importance of developing good work habits. 1. Listening carefully, then following directions	1. Direct attention to bulletin board used in a previous discussion of the school schedule. Bring out that throughout the day children need to be willing workers so that everyone in the room can be happy and can learn. For example, when school starts each day, children with room duties should do them without being reminded. When it's work time children should listen very carefully so they'll know how to do their work. During work time children must finish their school work before they look at library books or put together a puzzle, etc.	Bulletin board: large clock face showing appropriate times. Caption: What Time Is It? Sentence strips under each clock: "This is the time school starts." "This is work time."	(Picture of children a school room) We Are Good Workers We listen so we will know how to do our work. We have to finish our work before we can play. We must be quiet so we don't bother other people.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
2. Finishing one job before starting on something else 3. Not disturbing other people who are working 4. Putting things away in the proper place 5. Being responsible for assigned room duties	They must be quiet so other children will be able to work. At recess and lunch time, etc. everything should be put away before they leave the room. Discuss what will happen if someone is not a good worker anytime during the day. 2. Write experience chart. Read orally. 3. Seatwork: Worksheet on time. Draw clock faces and write sentences corresponding to those on the bulletin board. Children are to draw hands on clock to show correct times. Refer to bulletin board as needed. 4. Vocabulary: listen, directions, time, quiet, worker, bother	"This is recess time" "This is lunch time." "This is the time we go home." Chart paper Ditto worksheets	Our pencils and books and things should be put away before we go outside for recess. We do our room duties without being told. If we are good workers, it makes everyone happy.
G. To develop good work habits (Cont'd.)	1. Review previous lesson by reading experience chart, <u>We Are Good Workers</u>. 2. Show filmstrip, "Working Together." Discuss what parts of the filmstrip apply particularly to problems in our classroom. 3. Recognize children who display good work habits throughout the school day by putting their names on the "Good Workers" bulletin board. Capitalize on situations which arise in the	Experience chart Projector Filmstrip: "Working Together" Bulletin board: Caption: <u>Good Workers</u> Oaktag name cards Cartoon sketches showing a good	(Sketch of "GOOD WORKERS" bulletin board) <u>Let's Be Good Workers</u> If we are good workers we get our name on the Good Worker Board.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	classroom to reinforce, in a meaningful way, the development of good work habits. 4. Write experience chart. Read orally. 5. Seatwork: Worksheet - Sketches of shelves, cupboards, desks, tables, etc. in the classroom. On second worksheet - sketches of books, games, puzzles, etc. Children are to cut out the pictures of games, etc. and paste them on the pictures of shelves or cupboards where they belong. 6. Vocabulary: working, together	listener with big ears, etc. Chart paper Ditto worksheets Scissors Paste	We need to be good workers during work time and when we get ready for recess and at other times, too. When people are good workers it makes our school a happy place.
K. To develop an awareness that parents, friends and neighbors are interested in the school and in the progress made by the students	1. In discussion bring out that some parents have not seen our school; perhaps our friends or neighbors have not seen our school either. Suggest making a scrapbook about our school that we can show to people. Plan what to include - pictures of the school building, our classroom, our teacher, our best friend at school, the playground, etc. 2. Write experience chart. Read orally. 3. Seatwork: Begin drawing pictures for scrapbook. With teacher's help, write a sentence about each picture, i.e., This is Mrs. _____, my teacher. Make cover for book from construction	Chart paper Newsprint Crayons Construction paper Stapler	(Sketch of Scrapbook) We are going to make a scrapbook about our school. We will show it to our mothers and fathers. We will tell them about our school.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	paper; entitle it " My School." Staple booklet together. 4. Vocabulary: parents, neighbors		
K. Parents, friends and neighbors are interested in our school (cont'd.)	1. Pretend that the children's grandparents (or aunt, friend, sister, etc.) call on the telephone to ask about their school. Give each child an opportunity to talk on the toy telephone. Guide children in deciding what are the most important things to tell, e.g., name of the school, grade or room designation, teacher's name, best friend, some things we remember at school such as being careful on the swings, etc. 2. Write experience chart. Read orally. 3. Seatwork: Finish drawing pictures for "My School" scrapbooks. 4. Vocabulary: important, interested	Toy telephone Chart paper Scrapbook materials	(Picture of people talking on telephone) <u>Let's Pretend</u> We pretended that we talked on the telephone. We decided to tell the most important things about our school. People like to know about our school.

L I F E E X P E R I E N C E S T A R T E R U N I T

C L O T H I N G

P R I M A R Y L E V E L

I. SELECTION OF UNIT - CLOTHING

Personal appearance and care of one's property are areas of concern in working with the educable mentally retarded. Many such children come from home backgrounds which offer little encouragement in the selection or care of clothing. The unit topic also provides an opportunity to initiate the teaching of many social competencies. The development of these competencies will eventually contribute to the retarded's acceptance in the social world.

II. SUB-UNITS

A. Health Habits

B. Our School

C. Home and Family

D. Seasonal Changes

E. Plants and Animals

F. Our Community

G. Keeping Neat and Clean

H. Safety

III. GENERAL OBJECTIVES

A. To understand the function of clothing

1. To provide warmth

2. To provide protection

3. To contribute to an attractive appearance

B. To develop a sense of appropriate clothing for various occasions

1. For school

2. For everyday wear

3. For special dress-up occasions

C. To learn about some kinds of materials that clothes are made of

1. Wool

2. Cotton

D. To develop an understanding of seasonal changes and the subsequent need for different kinds of clothing

E. To develop an understanding of how clothing is acquired

1. Used clothing

a. Hand-me-downs from relatives and friends

b. From organizations such as Salvation Army or Goodwill Industries

c. Rummage sales

2. New clothing

a. Home-sewn items

b. Purchased at stores

F. To stress the importance of good grooming, cleanliness and the proper care of clothing

G. To become aware of safety factors in regard to clothing

1. Reason for wearing light colored clothing at night
2. Importance of proper fitting clothes and shoes

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Count to find the number of appropriate clothing items in a mail order catalog
2. Learn to tell time in relation to school time, after school
3. Read thermometer and record daily temperature
4. Dramatize buying clothes at a store; at a rummage sale; at a Salvation Army store
5. Compare differences in costs of buying used clothing and new clothing
6. Recognize coins needed to operate machines at laundromat
7. Read size numbers on various articles of clothing
8. Make comparisons - big, little, short, tall, many, few, etc.
9. Read price tags on new items of clothing

B. Social Competency Activities

1. Dramatize going to parties, church, etc. and wearing dressy clothes
2. Get information about Salvation Army distribution procedures for used clothing
3. Discuss and demonstrate proper behavior patterns when shopping, at a laundromat, etc.
4. List the things that contribute to an attractive appearance
5. Make scrapbooks showing appropriate clothing for different occasions

6. Try on used clothing; decide if it fits properly; if it needs any repairs, etc.

C. Communicative Skills Activities

1. Compose stories to write on experience charts
2. Classify items of clothing in terms of things to wear to school, things to wear for everyday, things to wear for good
3. Label different kinds of materials
4. Use vocabulary words in word games and on worksheets
5. Make a bulletin board about appropriate clothes for different seasons

D. Safety Activities

1. Discuss how clothing protects the body
2. Make pictures and posters showing clothing safety rules to follow
3. Demonstrate safety hazards of clothes or shoes that are too big, hems that are ripped out in skirts, loose dangling belts, etc.
4. Discuss and practice safe conduct while around washing machines, dryers, dry cleaning machines

E. Health Activities

1. Try on articles of clothing made of different materials to see how warm they are
2. Show pictures of various seasons with people dressed accordingly
3. Write stories about why we need to wear different clothing during different seasons
4. Prepare bulletin board display showing good grooming practices

5. Demonstrate proper use of napkins, tissues, etc., to help keep clothes clean

6. Make check lists of things children can do to take good care of their clothes

7. Wash articles of clothing by hand, in a washing machine, at a laundromat

8. Watch the teacher make simple repairs on children's clothing

F. Vocational Competency Activities

1. Stress following directions in unit activities, school work, etc.

2. Encourage good work habits, assume responsibility for clean-up after activities, etc.

V. RESOURCE MATERIAL

Experience Chart - tablet, magic markers, pictures, easel

Bulletin Boards

Samples of cotton, wool, nylon material

Box of used children's clothing

Pictures for bulletin boards, charts, etc.

Old catalogs and magazines

Storybooks, poems, songs

Art materials

Washing powders, bleach

Needle, thread, buttons, snaps, etc.

Field trip - to a clothing store, Salvation Army store, a laundromat

Camera and film

VI. VOCABULARY

clothes
clothing
dress
skirt
blouse
sweater
coat
scarf
cap
boots
gloves
slacks
jeans
shirt
undershirt
underpants
sweatshirt

shorts
sun suit
swimming suit
wear
dressy
warm
cold
hot
cool
fall
spring
summer
winter
seasons
material
wool
cotton

nylon
sheep
plant
hand-me-down
out-grown
size
rummage sale
pattern
ready-made clothing
sew
sewing machine
wash
detergent
bleach
washing machine
used clothing
clothes line

laundromat
dryer
mend
fit
Salvation Army
Goodwill Industries

VII. LESSON PLANS

Sample lesson plans for ten lessons are included in this starter unit. These lessons do not attempt to cover the entire unit topic but rather should serve as a guide for the teacher.

Lessons A and B suggest how the unit may be introduced and cover the first general objective of the unit, A. To understand the function of clothing, and part of the second objective, B. To develop a sense of appropriate clothing for various occasions.

Lesson C deals with the third general objective, C. To learn about some kinds of materials that clothes are made of.

The next six lessons are all lettered E and are concerned with teaching the fifth objective, E. To develop an understanding of how clothing is acquired.

Part of the final general objective, G. To become aware of safety factors in regard to clothing, is developed in the last lesson plan.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
A. To understand the function of clothing 1. To provide warmth 2. To provide protection 3. To contribute to an attractive appearance	1. Introduce unit by reading following poem: The Reason Rabbits and squirrels Are furry and fat, And all of the chickens Have feathers, and that Is why when it's raining They need not stay in The way children do who have Only their skin. 2. Discuss that animals and birds have fur or feathers to keep them warm but since people don't have fur, they need to wear clothes. 3. Introduce dolls, Jim and Judy. Call attention to their clothes; write the word <u>clothes</u> on the chalkboard; elicit definition of the word - clothing is what we wear. Ask children to name all the articles of clothing they can think of; write on board. 4. Ask why we need to wear clothes; stress that clothes help keep our bodies from getting all scratched up, since we don't have pretty feathers like a red bird or peacock we can wear clothes to help us look pretty. 5. Write experience chart. Read orally. 6. Seatwork: Worksheet - pictures of various articles of clothing and other objects such as pencils, fruit, books,	Poem from book: <u>All Together</u> by Dorothy Aldis, G. P. Putnam's Sons New York, 1952. Judy and Jim - teen-age dolls dressed in clothes appropriate for school wear. Chalkboard Chart paper Ditto worksheets	(Pictures of articles of clothing) <u>Clothes</u> Clothes help keep us warm. Clothes help keep us from getting all scratched up. Clothes help us look pretty.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	etc. Children are to mark all the pictures of clothes. 7. Vocabulary: clothes, clothing, wear, warm.		
B. To develop a sense of appropriate clothing for various occasions.	1. Reintroduce dolls. Ask children if they can tell where Jim and Judy are going by looking at the clothes they are wearing. Discuss what kinds of clothes you should wear to school; list on chalkboard. 2. Read "How About Your Clothes?" pp. 108-109 in Growing Every Day. 3. Write experience chart. Read orally. 4. Seatwork: Begin to make clothing classification cards--have children find pictures of clothing that is appropriate for school wear. Paste onto 4"x6" pieces of paper; write names of articles of clothing on each card. (In following lessons make cards showing play clothes and dressy, good clothes. Put all cards together; have children play a clothing game, picking out the clothes they would wear if they're going to a movie, to a friend's house to play ball, etc.) 5. Vocabulary: dress, skirt, blouse, sweater, coat, slacks, jeans, shirt, sweatshirt, shoes, socks.	Teen-age dolls dressed in school clothes. Chalkboard Growing Every Day, by L. W. Irwin, D. L. Farnsworth, C. D. Coonan, Sylvia Gavel, Lyons and Carnahan, Chicago, 1967. Chart paper Old Catalogs Construction paper cut into 4"x6" pieces. Magic markers Scissors Paste	(Picture of children going to school) School Clothes Our school clothes should look nice. We don't wear our best clothes to school, though. School clothes should be things that can be washed. We change our school clothes as soon as we get home.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
C. To learn about some kinds of materials that clothes are made of. 1. Wool 2. Cotton	1. Have doll clothes made from cotton and wool. Tell children the name of each different material. Discuss that wool is very warm and we wear it in the wintertime. Cotton is cooler; many summer clothes are made of cotton material.	Teen-age dolls' clothing made of wool and cotton	(Small swatches of wool and cotton material)
	2. Discuss what each material comes from - wool from the wool coat of a sheep; cotton from a cotton plant. Display and label on a bulletin board pictures of a sheep, a cotton plant, and if possible a sample of raw wool. Also display large swatches of wool and cotton material and label. Allow children to feel each swatch and tell how it feels.	Bulletin board Pictures of sheep, cotton plants Sample of raw wool Oaktag sentence strips Material swatches	<u>What Material Is Made From</u> Wool comes from a sheep. Cotton comes from a plant. Sometimes nylon is used with cotton or wool to make material.
	3. Let children look at their own clothing to see if it is made of wool or cotton. Explain that many materials are now made by using something like nylon or dacron with the cotton or wool so it won't wrinkle so much, etc.		
	4. Write experience chart. Read orally.	Chart paper	
	5. Seatwork: Duplicate experience chart story leaving blanks for the following words: <u>wool</u>, <u>sheep</u>, <u>cotton</u>, <u>plant</u>, <u>nylon</u>, <u>material</u>. Children are to write in words, referring to experience chart.	Ditto master copy	
	6. Vocabulary: material, wool, cotton, nylon, sheep, plant.		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
E. To develop an understanding of how clothing is acquired 1. Used clothing a. Hand-me-downs from relatives and friends	1. Collect a box of used children's clothing. Let pupils open box, name each article, decide if it is suitable for school, play, or good, and what kind of weather it would be most suitable for.	Box of used children's clothing	(Picture of child putting on clothes)
	2. Discuss that hand-me-downs are clothes that relatives or friends have worn and then outgrown before the clothes are worn out. Strongly emphasize the advantages of hand-me-downs - we can have a lot more clothes if we wear them than if we have to buy all new clothes; hand-me-downs can save money; we can get a lot of wear out of them; it's fun to get these clothes to wear.		<u>Hand-Me-Down Clothes</u> Hand-me-downs are clothes that our brothers or sisters or friends have worn and then outgrown. The clothes are not worn out yet.
	3. Have children try on clothes from the box. Discuss picking out clothes that fit; look for size numbers; have children look in mirror to decide if article fits them properly. Point out any minor repairs that might be needed - buttons missing, seams ripped, etc. Suggest their mothers fix it or have the school secretary or teacher's air repair it. Let children take clothes home.	Full-length mirror	Hand-me-downs look real nice when they fit us right. We can save a lot of money by wearing hand-me-downs. It is fun to get these clothes to wear.
	4. Comment favorably on hand-me-down clothing children wear to school; encourage the feeling that these clothes are desirable and good.		
	5. Write experience chart.	Chart paper	
	6. Seatwork: Have pupils draw pictures of each article of clothing they are wearing. Write the name of each article (refer to clothing classification cards if necessary),	Newsprint Crayons	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	and write the size numbers if known. 7. Vocabulary: hand-me-downs, outgrown, worn out, size, fit.		
E. How clothing is acquired (cont'd) 1. Used clothing b. From organizations such as Salvation Army or Goodwill Industries	1. Review previous lesson by rereading experience chart, Hand-Me-Down Clothes. 2. Discuss that sometimes we can get used clothing (define) at a Salvation Army store or Goodwill Industries store. Discuss where closest store is, how to get there, show snap shot picture of the store. Let children who have been to these stores relate their experiences. 3. Bring out that you have to pay for clothing at these stores but that it doesn't cost as much as new clothing bought at a clothing store. 4. Tell children how the Salvation Army or Goodwill gets this clothing - people put used clothing in the big deposit boxes at shopping centers, etc. Workers from the organization pick up everything, sort it, clean or wash the clothing and make any needed repairs. Then it's ready to be sold. 5. Stress that these stores are a good place to buy used clothing because everything has been washed and repaired and the cost is very reasonable.	Experience chart Camera, film Developed picture	(Snapshot of Salvation Army or Goodwill Store) The Salvation Army or Goodwill Store We can buy good used clothed clothes at the Salvation Army Store. This is a good place to buy clothes because everything is clean and fixed. Clothes don't cost very much at this store.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	6. Write experience chart. Read orally. 7. Seatwork: Give children duplicated experience chart stories, Hand-Me-Down Clothes and The Salvation Army Store. Draw a picture for each story. Begin to make a scrapbook; entitle it "How We Get our Clothes." 8. Vocabulary: Salvation Army, Goodwill Industries, used clothing, clean, mend.	Chart paper Duplicated experience chart stories Crayons Construction paper for scrapbook covers	
E. How clothing is acquired (cont'd.) 1. Used clothing c. Rummage Sales	1. For review, begin bulletin board display. On one area of the board, under title, Used Clothing, put up two previous experience charts. Read and discuss. 2. Discuss that we can also buy used clothing at rummage sales. These are sales held by church groups or ladies clubs; we can look in newspapers or listen to the radio to find out when and where these sales will be held. 3. Stress that our mothers may have to wash and fix some of these clothes and sometimes it is hard to find clothes that are the right size. 4. Dramatize going to a rummage sale and buying clothes. 5. Write experience chart. Read and put up on bulletin board.	Large bulletin board area-caption: How We Get Our Clothes Experience chart Camera, film Developed picture Chart paper	(Snap shot of a rummage sale in progress) Rummage Sale We can buy used clothing at rummage sales. Our mothers may have to wash and fix some of this clothing. Sometimes it's hard to find the right sizes.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	6. Seatwork: Duplicate experience chart story, leaving blank the following words: <u>used</u>, <u>clothes</u>, <u>rummage</u>, <u>sale</u>, <u>was</u>, <u>fix</u>, <u>sizes</u>. Children are to write in the words, referring to chart. Draw picture to go with story; put in scrapbook.	Duplicated experience chart story Crayons Pencils	
E. How clothing is acquired. (Cont'd.) 2. New clothing a. Home-sewn items	1. On bulletin board put up heading, <u>New Clothing</u>. Point out that we had been talking about getting clothes that were used; now we'll discuss where we get new clothing. 2. Discuss that some of our mothers can sew new clothes for us. Dramatize going to the store to buy material and a pattern, cutting out and sewing the garment, pressing it, trying it on. 3. Stress that this is a good way to get new clothes; that it is cheaper than buying ready-made clothes. 4. Write experience chart. Read orally. 5. Seatwork: Duplicate experience chart story, leaving blank the following words: <u>sew</u>, <u>new</u>, <u>material</u>, <u>home-made</u>, <u>ready-made</u>. Children are to write in the words, referring to chart. Draw picture to go with story; put in scrapbook. 6. Vocabulary: home-made, new, material, pattern, sewing machine, ready-made.	Bulletin board Chart paper Duplicated experience chart story Crayons Pencils	(Picture of a woman sewing) <u>Home-Made Clothes</u> Some of our mothers can sew clothes for us. Mother buys material and a pattern at the store. She sews it at home on the sewing machine. Home-made clothes don't cost as much as ready-made clothes.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
E. How clothing is acquired. (Cont'd.) 2. New clothing b. Purchased at stores	1. Review previous lesson by putting experience chart, Home-Made Clothes, on bulletin board; read and discuss. 2. Refer to term, ready-made clothes. Discuss why they are called this; name the different kinds of stores where we can buy new clothes. 3. Display a new, ready-made shirt and a shirt purchased at a Salvation Army store. Read the price tags and decide which costs the most money and discuss why. 4. Write experience chart and put on bulletin board. 5. Seatwork: Duplicate experience chart story; draw picture to illustrate. Put in scrapbook; assemble all pages and staple together. 6. Vocabulary: ready-made, cost.	Experience chart New shirt with price tag Used shirt from Salvation Army Store. Chart paper Duplicated experience chart story Crayons Stapler	(Picture of people shopping in a store) Ready-Made Clothes Ready-made clothes are new clothes we buy in a store. Stores like Sears, Penny's or Montgomery Ward are good places to buy new clothes. New clothes cost more than used clothes, but they may wear longer.
E. How clothing is acquired. (Cont'd.)	1. Plan a field trip to a clothing store and a Salvation Army store. If possible, plan for each child to actually buy some article of clothing for himself. Discuss looking for the proper size, reading the price tag, figuring out the right amount of money, giving money to the sales clerk, getting a receipt, etc. 2. Plan carefully with the students the kind of behavior expected on the trip, stressing proper conduct in a place of		(Picture of a store) Our Trip We're going to buy some clothes at Penney's and at the Salvation Army Store. We'll have to remember what size we wear.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	business, not taking items without paying for them, etc. 3. Write experience chart. 4. Seatwork: Look in old catalogs for pictures of the articles of clothing children will buy on the shopping trip. Cut out picture, paste, have child indicate his size that he will buy. 5. Vocabulary: clothing store, price tag, clerk, sales receipt.	Chart paper	We must be careful not to lose our money. We won't take anything from the store without paying for it.
G. To become aware of safety factors in regard to clothing. 3. Importance of keeping clothing in good repair.	1. Get a dress with a part of the hem ripped out and one with a belt that is torn and dangling. Tack both onto a bulletin board or large chart. Draw a cartoon character, Safety Sam, looking at these clothes. 2. Draw attention to bulletin board and point out that Safety Sam thinks these clothes are very unsafe. Discuss that when a girl wears a dress like this, she might catch her foot in the dangling hem and fall down. If a girl wears a dress with a loose belt when she's riding a bike, the belt might get caught in the wheel. 3. Write experience chart. Read orally. 4. Seatwork: Draw series of pictures showing what could happen if clothes are not in good repair. Have children tell about pictures. 5. Vocabulary: mend, rip, hurt	Two dresses in disrepair Bulletin board Chart paper Newsprint Crayons	(Sketch of Safety Sam) Safety Sam Safety Sam says our clothes should be kept all fixed up. A ripped hem might make us fall down. A loose belt could get caught in a bike wheel when we're riding.

L I F E E X P E R I E N C E S T A R T E R U N I T

G R O O M I N G

I N T E R M E D I A T E L E V E L

I. SELECTION OF UNIT - GROOMING

The development of good grooming habits is important for educable mentally retarded adolescents, for a well-groomed appearance contributes to social acceptability and a feeling of self-confidence. Since good grooming practices are often not emphasized in the homes of many educable mentally retarded children, this topic is very relevant to the curriculum. In contrast to some unit topics which are more opportunely taught at one specific age level this particular topic should be stressed at all age levels. Teachers will find numerous opportunities for the incidental teaching of good grooming practices in addition to the time spent in teaching a unit specifically dealing with good grooming.

II. SUB-UNITS

A. Self-Evaluation

B. Personal Cleanliness

C. Advertising

D. Clothing

E. Home and Family

F. Weather

G. Fashions

H. Leisure Time

I. Health Habits

J. Food

K. Cosmetics and Sundries

L. Money

M. Safety

N. Courtesy

O. Mental Health

III. GENERAL OBJECTIVES

A. To develop the realization of why good grooming is socially and vocationally necessary

B. To develop good personal grooming practices

1. Body cleanliness
2. Proper skin care
3. Hair styling and care
4. Care of teeth
5. Nail care

C. To learn about proper care and selection of clothing

1. Keeping clothes clean
2. Proper care of clothing
3. Selection of appropriate clothing
4. Selection of attractive styles, color combinations and accessories

D. To recognize that health habits affect personal appearance

1. Diet
2. Rest
3. Exercise
4. Weight and Height
5. Posture
6. Disposition

E. To learn to use cosmetics and sundries correctly

F. To develop the realization that behavior is indirectly affected by good grooming

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Read figures on shampoo bottles to determine which contains the most shampoo
2. Compare costs of different kinds of clothing
3. Figure costs of cosmetics and grooming aids used
4. Measure to find height, weight, clothes sizes
5. Determine costs of dry cleaning, using the laundromat, shoe repair, etc.
6. Discuss weekly shampoos, daily baths, daily teeth brushing, yearly dental examinations
7. Compare the cost of home permanent and professional permanents; home haircuts and those in barbershops
8. Buy items to put in a mending kit and a shoeshine kit

B. Social Competency Activities

1. Look in a mirror and evaluate own personal appearance
2. Discuss impressions and attitudes toward people who are not well-groomed
3. Have a beautician, a cosmetics sales lady and a barber discuss and demonstrate appropriate teen-age hair styles, cosmetics, and grooming practices
4. Arrange a style show of becoming fashions for young people
5. Make a wheel chart showing items necessary for good grooming
6. Demonstrate proper ways to store clothing; mend or repair clothing; press or iron clothing
7. Make a shoeshine kit; a mending kit
8. Read the school's regulations concerning appropriate apparel; discuss reasons for such

regulations

9. Dramatize how people feel and act when they are not well-groomed; compare with when they are well-groomed
10. Make bulletin board display of advertisements for grooming products; critically evaluate information and impressions given
11. Show examples of fads, extreme fashions and hair styles, etc.

C. Communications Skills Activities

1. Find information in health books using table of contents and index
2. Write letters requesting free materials and samples
3. Make check lists of grooming products, good grooming practices, appropriate clothing, health rules, etc.
4. Read and listen to advertisements for grooming products
5. Use telephone to schedule an appointment at a beauty shop
6. Read labels and directions for shampoos, deodorants, hair creams, home permanents, skin preparations, etc.
7. Listen to and summarize talks of resource people

D. Safety Activities

1. Demonstrate safety precautions to observe when using deodorants, skin preparations, razors, etc.
2. Make posters showing safety rules to follow in the bathtub and shower

3. Dramatize importance of keeping hair out of the eyes; eye glasses clean; clothing in good repair, etc.
4. Tape record a student interview with a doctor about the dangers of diet pills, crash diets, etc.

E. Health Activities

1. List leisure time activities that provide good exercise
2. Use shadow pictures on the overhead projector to illustrate examples of good and poor posture
3. Observe experimental rats; note differences in appearance due to different diets
4. Write experience charts about increased need for good grooming practices as puberty is reached
5. Get information from doctors about diets for adolescents who are over-weight
6. Tape record interviews with students concerning lack of sleep, adequate rest; how they act and feel when tired, how they look, etc. Use interviews in dramatized TV commercials promoting a product called Rest.
7. Prepare a bulletin board showing pictures of people who are worried, angry, happy, silly, etc.; write sentences telling how the person's disposition affects their appearance
8. Discuss importance of not using someone else's combs, brushes, lipsticks, etc.
9. Demonstrate and practice filing nails, brushing teeth, washing clothes, etc.
10. View movies about good health habits

F. Vocational Competency Activities

1. Dramatize situations where both well-groomed and poorly-groomed individuals apply for a job
2. Find pictures of appropriate dress for various kinds of jobs
3. Dramatize jobs which students might apply for, such as a paper route, mowing lawns, shoveling walks, babysitting, light house cleaning, shoe shining, running errands

V. RESOURCE MATERIALS

Resource speakers - beautician, barber, cosmetics sales representative, doctor, home economics teacher

Clothing from department store for style show

Shampoo, deodorants, soap, cosmetics, grooming aids, etc.

Full-length mirror

Bulletin boards

Experience charts

Pictures for bulletin boards, charts, etc.

Old catalogs and magazines

Art materials

Materials for mending kits, shoe shine kits

Advertisements for grooming products

Free and inexpensive pamphlets and materials

Newspapers, telephone directory

Iron, ironing board

Health books, trade books

Tape recorder

Overhead projector

Films and filmstrips

Experimental rats

Teen-age magazines such as American Girl, Boy's Life, Young Miss, etc.

VI. VOCABULARY

grooming
habits
personal
adolescents
cosmetics
grooming aids
attractive
appearance
shampoo
deodorant
anti-perspirant
hair cream

make-up
height
weight
clothes
dry clean
launder
repair
mend
home permanent
shoeshine
beautican
barber

appropriate
fashions
apparel
advertisement
product
fad
extreme
appointment
label
directions
caution
diet

crash diet
posture
exercise
rest
menstration
oil glands
sweat glands
odor
disposition
dandruff
blemish
pimple

acne
complexion
cleanliness
expensive
ounce, oz.
perspiration
evaporate
germ
brand names of grooming products

VII. LESSON PLANS

Sample lesson plans for ten lessons are included in this starter unit. These lessons do not attempt to cover the entire unit topic but rather should serve as a guide for the teacher.

The first lesson suggests how the unit may be introduced and covers the first general objective, A. To develop the realization of why good grooming is socially and vocationally necessary.

The next six lessons are all lettered B and are concerned with teaching the objectives, B. To develop good personal grooming practices. The assumption is made that students have received instruction in sex education prior to the lesson dealing with grooming practices necessary as puberty is reached. These six lesson plans do not encompass the entire objective.

The last three lessons deal with the fourth general objective, D. To recognize that health habits affect personal appearance. These plans, again, do not cover the objective in its entirely.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
A. To develop the realization of why good grooming is socially and vocationally necessary	1. Introduce unit with discussion of bulletin board; ask if it matters how you look when you go downtown shopping, when you come to school, when you meet someone for the first time, when you apply for a job, etc. 2. Play a tape recording of the material on p. 152 and the first column on p. 153 in Choosing Your Goals. This discusses first impressions and the importance of caring enough about yourself to want to present an attractive appearance. 3. Dramatize situations in which the students apply for a job. Have some students appear well-groomed while others are sloppy and messy looking. Possible job situations: paper routes, mowing lawns, shoveling sidewalks, shoe shining, babysitting, light house cleaning, running errands 4. Hold a panel discussion with four or five students and the teacher as moderator. Guide discussion by asking what someone sees or looks for when meeting a person for the first time; the students' impressions and attitudes toward people who are not well-groomed; what an employer thinks when he views the personal appearance of an applicant. 5. See film, "Keeping Clean and Neat." 6. Write experience chart and read orally 7. Seatwork: Students copy experience chart to put in "A Grooming Notebook".	Bulletin board-caption, Does It Matter How You Look? Pictures from magazines showing young people who are well-groomed, girls with hair up on rollers, boys with long hair and black leather jackets, etc. Tape recorder Choosing Your Goals Leslie W. Irwin, Dana Farnsworth, Florence Fraumeni; Lyons and Carnahan; Chicago, Ill.; 1967 Film Keeping Clean and Neat; U-4428; Audio-Visual Center, Division of Extension and University Services, The University of Iowa, Iowa City, 52240. Chart paper Picture of an attractive, well-	Your Appearance Advertises You The way you look tells other people a lot about yourself. It tells whether you care enough to do a good job of taking care of yourself and your things. A good appearance is determined by: 1. clean and neat clothing 2. personal cleanliness 3. hair care 4. make-up and skin care 5. posture 6. your health 7. the expression on your face

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	8. Vocabulary: appearance, advertise, grooming, personal, attractive, determine	groomed person to put on experience chart Paper and pencil	
B. To develop good personal grooming practices 1. Body cleanliness a. daily bath or shower	1. Show the first picture to the class. Put up on bulletin board and attach one of the soap wrappers. Indicate the soap figure's speech by writing on poster paper, "Baby, do you need me!"; fasten on bulletin board. Put up the next two pictures and two more wrapper figures; discuss the obvious need for a bath when doing an activity which makes us very dirty. 2. Display last picture and show the soap figure saying, "Baby, you need me, too." Discuss that we cannot always see dirt on our bodies but that it may still be there; that just moving about and doing everyday activities such as going to school exposes us to dirt that is in the air, etc. 3. Have students look at their arms or hands; choose a place which looks clean; rub the skin with a cotton ball dampened with rubbing alcohol. Notice the dirt on the cotton. 4. Discuss that we need to take a bath or shower every day to wash off this dirt and also wash off sweat or perspiration. Talk about the function of sweat glands - moisture comes out on the skin and dries or evaporates. This helps our body keep cool.	Bulletin board Pictures from magazines showing: 1. a baseball player sliding into home plate 2. a teen-ager working on a hot rod 3. a girl working in a garden 4. students coming out of a school building Four empty bath soap wrappers with faces drawn with magic markers and pipe cleaner legs and arms Poster paper Rubbing alcohol and cotton balls	Don't Be a Square! Keep Clean Dirt can be on our skin even though we may not be able to see it. Our sweat glands help us to keep cool. But if sweat isn't washed off it will collect germs and make a bad odor. We need a bath or shower every day. Use plenty of soap. Just getting wet isn't enough! A daily bath is one of the most important grooming rules.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	We sweat most under our arms. Sweat or perspiration does not have an odor itself but when it comes in touch with germs on the skin it can smell very bad. 5. Stress again, the importance of taking a bath every day; keeping our bodies clean is one of the most important good grooming rules for it makes us look neat and nice and helps prevent unpleasant body odors. 6. Write experience chart and read orally 7. Seatwork: Have students draw a series of pictures showing their activities during the past week where they would need "Soapy" - the bar of soap. Write a sentence describing each picture 8. Vocabulary: sweat, perspiration, evaporate, odor, germ	Chart paper Picture of a person taking a shower to mount on experience chart Newsprint Crayons pencils Duplicated experience chart story for notebooks	
B. Good personal grooming practices (Cont'd.) 1. Body cleanliness (cont'd) b. Daily	1. Review previous lesson on daily bathing by re-read experience chart, <u>Don't Be a Square! Keep Clean</u>. Discuss that even when we take a bath or shower every day we need to use a deodorant under our arms to help prevent the sweat from smelling bad. 2. Display different brands and kinds of deodorants and anti-perspirants. Explain that a deodorant stops odor and anti-perspirant helps stop perspiration or sweating. Sometimes the two are combined in one product.	Experience chart Samples of several brands of deodorants and anti-perspirants. Include sprays, roll-	<u>Deodorants and Anti-Perspiants</u> We use a deodorant to stop odor and an anti-perspirant to stop perspiration or sweating. Sometimes the two are combined into one product.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
use of deodorants and antiperspirants	Look at the labels to find out what each product is. Point out that anti-perspirants are usually in the cream or roll-on form and that the sprays are usually just deodorants.	ons, sticks, creams, pads	Deodorants should be put on every day before we go someplace. We have to be clean in the first place, though.
	3. Discuss putting on deodorants after taking a bath every morning before coming to school, before going somewhere like a movie or shopping, etc. Stress that it is important to be clean before putting on deodorant, however. The products won't cover up an odor that is already there.		Perspiration under our arms can smell very bad. This can bother the people who have to be around us. This is why it is important to use a deodorant every day.
	4. Display ads for deodorant soaps such as Dial or Palmolive. Discuss that while these can help to stop odor they are not enough - a deodorant is needed, also.	Ads from magazines for deodorant soaps.	
	5. Point out that while one brand of deodorant seems to work well for one person, someone else may not like that brand at all. Let students use the products each day when they come to school until they find one which they feel works best for them.		
	6. Write experience chart	Chart paper Picture of a bottle of deodorant to put on experience chart	
	7. Seatwork: Fill in a chart listing brand of product, type (spray, roll-on, etc.), kind (deodorant or anti-perpirant or both), and cost. Refer to samples of products		
	8. Vocabulary: product, deodorant, anti-perspirant, sprays, roll-on, cream, pads, stick, brand names of deodorant products	Duplicated experience chart story for notebooks	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
B. Good personal grooming practices (Cont'd.) 1b. Deodorants and anti-perspirants (Cont'd) (1) Directions for use	1 Review previous lesson on daily use of deodorants by re-reading and discussing experience chart, Deodorants and Anti-Perspirants	Experience chart	Read the Directions First Directions are always printed on the label or the box that the deodorant comes in. The directions usually tell: 1)How to put on or apply 2)How much to use 3)Cautions to follow We should always read the directions before we use any product. If we don't follow the directions the product may not work as it should. We might waste some by using too much. The directions also tell us how to use the product safely.
	2. Point out that there are certain cautions and directions to follow when using these products. Directions are always printed on the box, bottle or jar, etc. Examine samples and read the labels. Discuss what the directions mean and why we need to read them. For example, the label on a can of Right Guard spray states, "Hold can about 6 inches from underarm. Spray 2 seconds. Never spray toward face or open flame. Keep from extreme cold or heat. Do not puncture can or incinerate."	Samples of deodorants and anti-perspirants	
	3. On a student, measure 6 inches with a tape measure; time 2 seconds with the second hand on the clock.	Tape measure Clock	
	4. Discuss not spraying too long and wasting the deodorant, etc. Talk about the precautions to follow - breathing in the spray could hurt you; spraying into an open flame like a cigarette lighter could cause an explosion; letting the can freeze or putting it in a window in the direct sunlight in the summertime might make it explode. Define the word "incinerate"; suggest putting empty cans with the garbage for the garbage men to pick up, or putting with old tin cans to be taken to the dump. Stress always reading directions before using any product.		
	5. Write experience chart	Chart paper	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
B. Good personal grooming practices (Cont'd.) 1b. Deodorants and antiperspirants (Cont'd.) (2)Advertisements	1. Assign students to look through magazines and cut out advertisements for deodorants. Display on bulletin board. Also have students note commercials on TV and relate the situations portrayed.	Old magazines Bulletin Board	Ads and Commercials Advertising can help us by telling us about products and how to use them.
	2. Discuss that the companies that make deodorants and other products advertise in magazines and on TV so they'll be able to sell more of their products. Advertising can help us by making us aware of useful products that we can buy. But, advertising can be rather bad if we aren't a little critical of what we see and hear.		Just using a certain brand won't make us more popular or happy, though. Some ads suggest this.
	3. Point out the ads for Secret that insinuate that using this deodorant is all that's needed to gain popularity. Discuss what makes people popular - their happy personality, a friendly and helpful attitude, well-groomed appearance (which does not necessarily mean being a beauty queen), etc. Discuss that a strong perspiration odor does not make you pleasant to be near, but it takes a lot more than just using a deodorant to make you popular.	Ads that suggest the products guarantee popularity and happiness	Some ads show sexy girls to try to sell more deodorant. The brand of deodorant that is advertised the most is not necessarily the best kind. We need to think for ourselves and not believe everything the ads say.
	4. Look at an ad which uses sex appeal, such as one for 007 products that states, "Now, dare to give him what he really wants - 007, the bold new grooming aids that make any man dangerous." Say that many ads and commercials show sexy girls in low-cut or tight dresses because they think this will get people to buy more deodorant and other products. Stress that a deodorant alone will	Ads that emphasize sex	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	not make a person sexy. Find several examples of such ads and guide students in evaluating them. 5. On bulletin board showing ads found in magazines, count the number of ads found for the same brand. Have students keep a record of the brands of deodorants advertised on TV in one evening or for two or three days. Discuss that the brands which are most highly advertised are not necessarily the best brand. For example, various sprays are advertised the most but these are the most expensive. Some creams and roll-ons might be better for students to use for they are cheaper and they often are anti-perspirants as well as deodorants - this might be quite important for teen-agers who are active and growing. 6. Stress again that one single product will not completely change us or our lives. Ads are helpful by telling us about products, but they want to sell as many bottles of deodorant as possible. Suggest that as the students are growing up, they're able to begin thinking for themselves and deciding what is best for them. This will mean buying a deodorant that works for <u>them</u> and is not real expensive. The way to make this decision is by trying different brands, figuring and comparing prices, and by being aware that ads and commercials are trying to sell as much deodorant as possible. 7. Write experience chart	Chart paper	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	8. Seatwork: Copy experience chart for notebook. Find an ad to illustrate the point made in each paragraph; paste onto notebook paper 9. Vocabulary: advertisement, expensive, brand, sex appeal, popular	Deodorant ad from a magazine to mount on experience chart Paper and pencils Magazines Paste	
B. To develop good personal grooming practices (Cont'd.) 2. Proper skin care a. Cleanliness b. Skin products	1. Introduce topic of proper skin care by showing film, "Care of the Skin," and by reading pp. 147-150 in Understanding Your Needs 2. Demonstrate correct way to wash face and hands; stress importance of establishing a daily routine for washing face twice a day, keeping hands clean by repeated washing throughout the day 3. Discuss that each person should have his own towel and washcloth; these should be washed once a week (or more often in the summer when they may become sour smelling). 4. Look in mail order catalogs for the prices of towel racks; discuss and show how these can be put up on the bathroom or kitchen wall to provide extra drying space 5. Display various brands of bath soap, bath oils and bubble bath, hand creams, chapsticks, face creams, body lotions, etc. Compare prices of the different products; bring out that soaps like Ivory or Lava are less expensive than Dial, Zest, or Phase III; that plain baby oil can be used in the bath	Film, Care of the Skin, U-2944; Audio-visual Center, Division of Extension and University Services. The University of Iowa, Iowa City, Iowa 52240 Understanding Your Needs; Leslie W. Irwin, Dana Farnsworth, Florence Fraumeni; Lyons and Carnahan; Chicago, Ill., 1967 Different brands and sizes of bath soap, oils and bubble bath, hand creams, chapstick, face creams, body	Your Skin Is Showing The way your skin looks tells a lot about your grooming habits. The most important skin care rule is cleanliness. Wash your face with soap in the morning and at night. Keep your hands clean all day long. Using someone else's washcloth and towel might spread germs. There are many skin products that you can buy. Some are more expensive than others.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	water and as a lotion and it is cheaper and perhaps better for the skin than highly perfumed lotions and bubble baths. Note that a product like Noxema can be used as a cleansing cream as well as a lotion and it is not as expensive as some other preparations. Also emphasize that the bath size soap bars, the large size bottles, etc. are usually the best buy; read labels to find number of ounces in each size and compare costs	lotions	Usually the biggest size bar of soap or jar of hand cream is the best buy.
	6. Discuss using a hand lotion to keep hands from becoming chapped and sore, especially in the winter time. Show a lotion like Cornhuskers that the boys would use. Also, show Vasoline or Chapstick and discuss using on lips regularly. Stress that rough, red and chapped hands and lips do not look nice		
	7. Write experience chart and read orally	Chart paper Picture of a person washing his face to put on experience chart	
	8. Seatwork: Worksheets with problems about costs of skin care products. Sample items: (1) You can buy 3 bath size bars of Ivory soap for 34¢. You can buy 2 bath size bars of Zest for 34¢. How much does each bar of soap cost? (2) A 6 oz. jar of Aquamarine hand lotion costs $1.25. A 6 oz. jar of Pacquins lotion costs 69¢. How much more does Aquamarine cost? (3) A 3 oz. jar of Nozema costs 69¢. A 6 oz. jar of Noxema costs $1.00. If you bought two 3 oz. jars how much would it cost? How much money would you save by buying the big 6 oz. size jar?	Duplicated worksheets	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	9. Vocabulary: cleanliness, oil glands, expensive, ounce, oz., product, oils, creams, cleansing, lotions, chapped		
B. To develop good personal grooming practices (Cont'd.) 2. Proper skin care (Cont'd.) c. Effects of puberty	1. Review previous lesson by re-reading experience chart, Your Skin Is Showing 2. Show film, Who Will Come to My Party? which shows how acne can be controlled with skin care and medical attention. Stress importance of cleanliness, keeping hands away from pimples and blemishes, etc. Show special soaps and products such as Cuticura or Clearasil. Have students read the directions on the labels and discuss importance of following these directions carefully. These products can be bought at most supermarkets or in drug stores. Emphasize going to the doctor with severe cases of acne. 3. Discuss that as we grow older our body begins to change in several ways. The oil glands in the skin sometimes produce too much oil which contributes to acne and can make our hair oily. The sweat glands sometimes seem to work over-time and we can perspire quite a bit. Hair begins to grow under arms, on legs; boys may be getting beards. Discuss girls shaving their legs and underarms; boys shaving; and demonstrate safety procedures to use with razors, safe disposal of razor blades, keeping razors and blades out of the reach of younger brothers and sisters, etc.	Experience chart Film: Who Will Come to my Party? Westwood Pharmaceutical; available from Modern Talking Picture Service, 1212 Avenue of the Americas, New York, N.Y. 10036 Special soaps and products such as Cuticura or Clearasil Water, towels, wash cloths Safety razors and blades Shaving creams, after-shave lotions	We're Getting Older When we become adolescents our bodies begin to change in several ways. Too much oil from our oil glands can make our hair oily and can make our complexion look bad. It's important to wash our hair and face often. We may sweat more than usual so daily baths are especially important. Boys may begin to shave and girls need to shave their legs and underarms so they'll look neat.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	4. Discuss that when girls begin to menstruate they may perspire more during their period; daily baths are extremely important to guard against unpleasant odor		When girls begin to menstruate a daily bath is very important.
	5. Write experience chart. Read orally		
	6. Seatwork: Have students copy experience chart and put in Grooming notebooks. Also write definitions for the following words: adolescent, complexion, odor, daily, perspire	Chart paper Picture of a young man shaving to put on experience chart	
	7. Vocabulary: adolescent, complexion, odor, daily, perspire, oil, shave, menstruate	Pencils and paper	
D. To recognize that health habits affect personal appearance 1. Diet	1. Secure two experimental rats for a classroom experiment. Feed one a good, balanced diet while giving the other one a poor diet. Have students keep accurate records of food given the rats each day. Take pictures of the rats periodically; date and correlate with the records of food given to the animals	Two experimental rats, cages, food Camera and film	Watch What Goes in Your Mouth What we eat can make a big difference in the way we look.
	2. Compare the appearance and actions of the two rats and discuss why there is such a difference. Then begin to feed both animals a proper diet and record the changes that take place		Candy and nuts or too many french fries can make our face break out.
	3. Discuss the effect of what we eat on our appearance. Show a series of cartoon sketches and discuss the following points: 1. Rich, greasy foods and too much chocolate	Overhead projector Transparancies showing cartoon characters: 1. face covered with pimples and	Eating too much can make us fat. Eating enough vegetables and fruit can help

OBJECTIVE	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	or candy can make acne much worse. 2. Too many heavy, starchy foods (or just too much food!) can result in over-weight. 3. An unbalanced diet can contribute to a dull pallor and unhealthy-looking coloring. 4. Improper eating habits can make us feel and look sluggish and lazy. 4. View films, Balance Your Diet for Health and Appearance, and It's All in Knowing How. Discuss and evaluate 5. Write experience chart and read orally 6. Seatwork: Write caption at the top of a sheet of newsprint - Too Many of These Foods Will Make Me Look Like This. Draw a picture of a fat, unhealthy figure; then look in magazines for pictures of foods such as chocolate candy, potato chips, nuts, etc. 7. Vocabulary: balanced diet, greasy, starchy, coloring	blemishes 2. a figure very overweight 3. face with a gray, dull complexion 4. a figure lethargically draped over a chair Films: Balance Your Diet for Health and Appearance, U-5463 It's All in Knowing How, I-3832 Audio-visual Center, Division of Extension and University Services, The Univ. of Iowa, Iowa City, Iowa 52240 Chart paper Picture to put on experience chart of a teen-ager eating food Newsprint Old magazines Paste, scissors, crayons Duplicated experience chart story for notebooks	us to have a healthy-looking skin and coloring. Eating proper food has a lot to do with the way we feel. When we eat right it helps us to feel ambitious and cheerful.

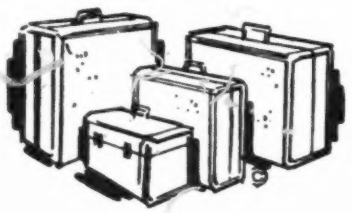
OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
D. To recognize that health habits affect personal appearance (Cont'd.) 2. Rest	1. Introduce the health habit of adequate rest by seeing the films, Sleep for Health, and Rest That Builds Good Health 2. Dramatize a situation where a TV announcer interviews people concerning a product called REST. The announcer asks the students if they've used this product, how much they've used it, how it makes them feel, how it makes them act, how it makes them look. Have some interviewees tell how they felt and looked before using the product and what a change it made. Tape record these interviews 3. Have students plan and produce TV commercials using these interviews. Make pictures, signs and slogans to show; write scripts; time each presentation; select students for "before and after" pictures; etc. 4. Write experience chart and read orally 5. Seatwork: Worksheet. Sample items: (1) Jim went to bed at 10:00. He got up at 7:00. How many hours did he sleep? (2) Bob has to get up at 5:00 to run his paper route. He wants to get nine hours of sleep. What time should he go to bed? (3) John watches the late movie on TV until 12:30. He has to get up at 8:00 to get ready for school. How many hours sleep does he get? (4) The Adams family all get up at 7:00 each morning. The baby sleeps 11 hours. Jane sleeps 9 hours. Mr. and Mrs. Adams sleep 8 hours. What time does each person go to bed?	Films: Sleep for Health U-3174 and Rest That Builds Good Health, U-3589 Audio-visual Center, Division of Extension and University Services, The University of Iowa, Iowa City, Iowa 52240. Tape recorder Chart paper Picture for experience chart Duplicated experience chart story for notebooks Worksheets	Get Some REST Today! Getting enough rest makes a difference in the way we look. If we've had enough sleep we will look bright and peppy. If we feel good, we will look happy. A tired person has dark circles around his eyes and he may look pale. He may be too tired to comb his hair right or take good care of his clothes.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	6. Vocabulary: rest, tired, pale		
D. Health habits affect personal appearance (Cont'd.) 3. Exercise	1. Review health habits by rereading experience charts Watch What Goes in Your Mouth and Get Some REST Today. Discuss that getting enough good exercise is also an important health habit that helps us look better 2. List on chalkboard activities which students do in their leisure time that provide good exercise. Discuss and demonstrate additional exercises such as push-ups, sit-ups, etc. Suggestions for good activities are found on pp. 37-53 of Choosing Your Goals 3. Write experience chart and read orally 4. Seatwork: Copy experience chart story to put in Grooming notebooks. Draw pictures to illustrate story 5. Vocabulary: exercise, circulation	Experience charts Chalkboard Choosing Your Goals: Leslie W. Irwin, Dana Farnsworth, Florence Fraumeni; Lyons and Carnahan: Chicago, Ill., 1967 Chart paper Picture for experience chart which shows youngster roller skating or swimming, etc. Paper and pencils Crayons	Make Your Muscles Work We can have fun and improve our grooming by being outside and getting exercise and fresh air. Our skin will glow from the better circulation of blood in our bodies. Exercise helps us to eat more, sleep better and we find it easier to sit quietly in class. Walking, swimming, or doing push-ups gives us good exercise.

LIFE EXPERIENCE STARTER UNIT

TAKING A TRIP

INTERMEDIATE LEVEL



I. SELECTION OF UNIT: TAKING A TRIP

A meaningful event in a child's life comes during the summer months when he and his family may set out on a vacation. This offers a concrete experience directly related to the child's home life in which important skills in the core areas can be taught. In addition, it is hoped this unit will enable the student to enjoy more fully the trips he takes with his family and to realize the many things that are considered when planning a trip.

II. SUB-UNITS

A. Iowa Vacation Spots

B. Writing Letters

C. Map Reading Skills

D. Planning for Vacations

E. Clothing

F. Packing a Suitcase

G. Safety on Public Transportation

H. Conduct in Public Places

I. Courtesy

J. Food for Traveling

K. Asking and Giving Directions

III. GENERAL OBJECTIVES

A. To become aware of the many places of interest to be visited within the state of Iowa

B. To develop skill in writing letters of inquiry for information about a particular place

C. To develop skill in reading a road map

D. To appreciate the value of planning a trip in advance

E. To learn to plan for appropriate clothing and personal belongings to take on a trip

F. To learn about traveling on a bus, a train, or in a car

G. To learn basic safety rules to be observed on public transportation

H. To be aware of appropriate social conduct in public places

I. To develop respect for public property

J. To understand the importance of eating balanced meals when traveling

K. To develop skill in asking for directions and help courteously

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Figure out distances between cities by computing mileage from a road map
2. Compare differences in mileage between various points of interest
3. Use a calendar to determine the dates for going on a trip
4. Figure out how much a vacation will cost -- gas, bus fare, food, motel, admission charges, etc.
5. Determine how long it will take to get to the place of destination
6. Read a car speedometer
7. Read highway numbers
8. Read time charts in bus and train schedules
9. Dramatize paying for train tickets, food in a restaurant, admission tickets, etc.

B. Social Competency Activities

1. Dramatize the correct way to act in public restrooms, restaurants, bus depots, etc.
2. Show pictures of littered and defaced scenic areas, vacation spots, etc.; discuss how they look
3. Practice asking directions to a motel, to the right highway, to a scenic area, to public rest-

rooms, etc.

4. Discuss the importance of keeping close track of billfolds and purses; locking car doors, etc.
5. Make a mural showing people who can help us when we're traveling
6. Take a field trip to a bus depot, a train station

C. Communicative Skills Activities

1. Read names of towns, states, landmarks, etc. on maps
2. Make lists of things to pack in a suitcase when taking a trip
3. Read menus in restaurants and drive-ins
4. Read signs and instructions in public restrooms, bus depots, motels, elevators, etc.
5. Write letters asking for information about vacation spots
6. Read street signs, traffic signs, highway markers, etc.
7. Look at travel folders, ads in magazines and newspapers, pictures of vacation areas, etc.
8. Make lists of things to consider when planning a trip, e.g., available time, amount of money available for a vacation, family situations, etc.
9. Listen as someone gives directions for getting to a certain place; practice following directions
10. Write experience charts. Copy and keep in notebooks

D. Safety Activities

1. Discuss hazards of driving too long without adequate sleep
2. Make lists of safety rules to follow when riding on a bus or train

3. Dramatize appropriate behavior when riding in a car

4. Make pictures and posters of safety rules to follow at vacation areas, e.g., being careful when near rivers or lakes, being on the look-out for poison ivy, keeping fingers clear of elevator doors, etc.

5. Show safety posters about fastening seatbelts in the car

E. Health Activities

1. Develop bulletin board displays showing appropriate clothing for different kinds of vacations

2. Make charts about proper food to eat when traveling

3. Discuss car sickness and what can be done about it

4. List cleanliness rules to follow when away from home

5. Dramatize proper manners when eating in a public restaurant

F. Vocational Competency Activities

1. Discuss the jobs of some people who help us when we're traveling, such as the filling station attendant, cleaning maid, waitress, bus boy, and janitors, etc.

2. Stress being honest and responsible when away from home

V. RESOURCE MATERIAL

Experience Chart - tablet, magic markers, pictures, easel

Bulletin Board

Iowa Road Maps

Calendar, Clock

Bus and Train Schedules, Motel Rate Schedules, Restaurant Menus

Old Catalogs and Magazines

Art Supplies

Tape Recorder

Overhead Projector

Books, Poems

Field Trip - to bus and train depots, to a museum, park or other point of interest

Free and Inexpensive Materials - safety posters, anti-litter posters, etc.

Films and Filmstrips

Suitcase, Clothing, and Personal Belongings

Money

VI. VOCABULARY

depot	east	scenery	U.S. highway
terminal	west	vacation	state highway
timetable	courteous	litterbug	county road
fare	register	trip	2-lane paved highway
train	motel	round-trip ticket	multi-lane divided highway
bus	hotel	one-way ticket	bituminous or blacktop road
route	restaurant	change	gravel road
speedometer	restroom	distance key	highway marker

menu	Interstate highway	mileage	accumulated mileage figures
direction	schedule	legend	highway junction
north	road map	scale	names and locations of places of interest in Iowa
south	symbol	Distance Table	

VII. LESSON PLANS

Sample lesson plans for ten lessons are included in this starter unit. These lessons do not attempt to cover the entire unit topic but rather should serve as a guide for the teacher.

The first lesson suggests how the unit may be introduced and covers the first general objective of the unit, A. To become aware of the many places of interest to be visited within the state of Iowa.

The next four lessons are all lettered C and deal with the third general objective, C. To develop skill in reading a road map. It is assumed that the students will have had previous experiences in working with maps at the primary age level and will be familiar with the following concepts and skills: (1) a map represents an area, (2) map symbols represent physical things within an area, (3) direction notations on a map, and (4) understanding of the scale of a map.

At the secondary level it is assumed that map skills which will be developed will include (1) location of places on a map by use of a grid system, (2) population figure charts, (3) reading city maps, (4) various time zones in the United States.

The general objective, D. To appreciate the value of planning a trip in advance is developed in the next two lessons.

The last three plans are concerned with the final objective, K. To develop skill in asking for directions and help courteously and with the culmination of the unit.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
A. To become aware of the many places of interest to be visited within the state of Iowa	1. Introduce unit by calling attention to bulletin board display. Discuss pictures, noting the towns or cities where these attractions are located. Encourage students to relate their own vacation experiences. 2. View some of the films about places of interest in Iowa. (These films are basically historical in nature but do show interesting landmarks, etc. and can be adapted for use in the unit.) 3. Bring out that there are many interesting places to go in Iowa for a vacation; some are close to where we live; others would require a longer trip; sometimes if we go to visit relatives on our vacation, we could also stop to see some areas of interest.	Bulletin board: Large outline of the state of Iowa. Caption - Let's Take a Trip. Labeled pictures of various places of interest in the state (taken from Inviting Iowa, Beautiful Land Between Two Rivers, available free from Iowa Development Commission, Tourism and Travel Division, 250 Jewett Building, Dept. 11, Des Moines, Iowa 50309 Films available from: Audio-visual Center, Division of Extension and Univ. Services, The Univ. of Iowa, Iowa City, Iowa 52240 Burlington, UK-4902 Cedar Rapids, UK-4803	Vacations in Iowa There are many interesting places to go in Iowa for a vacation. If we want to take a short trip we could visit_____ or _____. If we have more time and want to take a longer trip, _____ or_____ would be interesting.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
A. To become aware of the many places of interest to be visited within the state of Iowa. (Cont'd.)		Clayton, UK-4783 Clinton, UK-5328 Council Bluffs, UK-4898 Decorah, UK-4798 Des Moines, UK-5096 Dubuque, UK-4897 Estherville, UK-5105 Fairfield, UK-4792 Festina, UK-5107 Fort Dodge, UK-5102 Fort Madison, UK-4899 Froelich, UK-4802 Galland, UK-4900 Grinnell, UK-5331 Guttenberg, UK-4797 Hoover's Birthplace, UK-3906 Independence, UK-5329 Iowa City, UK-5031 Keokuk, UK-4901 Lamoni, UK-4805 Little Brown Church, UK-3905 Marquette, UK-4782 Mason City, UK-4806 McGregor, UK-3898 Mount Pleasant, UK-5315 New Melleray, UK-5034 Newton, UK-4809 Oakville, UK-5198 Old Stone Capital, UK-3901 Oskaloosa, UK-5322 Pella, UK-3902 Plum Grove, UK-3900	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
A. To become aware of the many places of interest to be visited within the state of Iowa (Cont'd.)		Sioux City, UK-5200 Spillville, UK-5108 Stone City, UK-5333 Tama, UK-5098 Waterloo, UK-4811 West Bend, UK-5332 Winterset, UK-5103	
	4. Write experience chart	Chart paper	
	5. Seatwork: Have students decide which vacation spots they are most interested in. Make a list, including name of attraction and location of each. Keep lists for use in successive lessons when students will write letters of inquiry for additional information about these particular places.	Picture for experience chart showing people visiting a vacation attraction.	
	6. Vocabulary: vacation, trip, names and locations of places of interest in Iowa, e.g., Herbert Hoover Birthplace at West Branch, Old Cable Car at Dubuque, etc.		
C. To develop skill in reading a road map. 1. Introduction to road maps	1. Reproduce a simple road map and legend (such as that shown on p. 17 of How Far?) View on overhead projector; explain the legend symbols and point to examples. Make ditto copies of the map for each student. Discuss distance key and measure distances to find mileage between various points; also read mileage figures on map. Give students	How Far?, Wm. D. Pattison and Ruth Robbins, Rand McNally and Co.: Chicago, Ill., 1965. Overhead projector Ditto master copy	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	exercises in reading the map, e.g., "If you go north on the Interstate Highway, what cities will you go through?" "How many miles is it from Town A to Town B?" Etc. 2. View film, Reading Maps. 3. Write experience chart. Read orally. 4. Seatwork: Answer written questions about map, e.g., (1) Fairview is ____miles from Atlanta by road. By airplane the distance would be about _____miles. (2) Driving west from Atlanta, the first town you would come to is _____. It is _____miles from Atlanta. (3) If you drove from Atlanta to Alpena, you would pass _____roads on your right and _____roads on your left. If you turned onto a road to your right, would you then be heading north, south, east, or west? (4) Start at the town that is farthest east. Go about 14 miles west, 28 miles north, and 5 miles east. You will arrive in _____. (5) The shortest route by state highway from Curran to Atlanta is by routes _____. 5. Vocabulary: road map, legend, scale, symbol, Interstate highway, U.S. highway, state highway, county road, distance key, mileage, route.	Transparencies Film: Reading Maps, U-4250; Audio-Visual Center, Division of Extension and Univ. Services, The Univ. of Iowa, Iowa City, Iowa 52240 Chart paper Picture of simplified road map to use on experience chart Paper Pencil	Reading a Road Map On a road map is a legend. It tells us what symbols stand for Interstate highways, U.S. highways, county roads, and cities. The distance key shows how many inches stand for how many miles. Mileage figures are also shown between cities and towns on the map.
C. To develop skill in reading a road map. (Cont'd.)	1. Give each student a copy of the official Highway Map of Iowa. Direct attention to the legend. As each symbol is discussed build a a bulletin board display - use enlarged symbols, pictures of each type of road, highway signs, etc. Discuss the following	Official Highway Map of Iowa, available from the Iowa State Highway Commission, Ames, Iowa	Map Symbols The pink highway symbols usually show U.S. highways or good

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
2. Symbols on road maps	symbols: 2-lane paved highway, multi-lane divided highway, Interstate highway, bituminous or blacktop road, gravel road, Interstate marker, U.S. highway marker, state highway marker, state parks, and the symbols for the different sized cities and towns. 2. Locate various symbols on map; look at area near students' home towns. 3. Write experience chart. Read orally. 4. Seatwork: Have students make charts of important map symbols; draw symbol, write sentence telling what the symbol stands for. 5. Vocabulary: 2-lane paved highway, multi-lane divided highway, bituminous or blacktop road, gravel road, marker.	Bulletin board Camera, film Snapshots of different types of highways, highway signs and state parks, etc. Chart paper The legend cut from an Iowa road map to mount on experience chart.	state highways. The interstate highways are shown with a big pink and black line. Black highway symbols show some state highways. The blue lines show county roads. The shape of the highway markers shows if it is an interstate, U.S. or state highway. Different shapes are used on the map to show how big a city or town is.
C. To develop skill in reading a road map. (Cont'd.) 3. Scale of miles or distance key 4. Accumulated	1. Point to the Scale of Miles, or distance key at the bottom of the legend chart on the Iowa road map. Discuss that this map is drawn so that 1½ inches on the map represents or is equal to 20 miles. Have students use rulers to measure the distance between Oelwein and Strawberry Point. The space on the map between the circle that stands for Oelwein and the circle that stands for Strawberry Point is 1½ inches long, therefore, we know these two towns are 20 miles apart. 2. Point out the pink colored "20" printed on the	Official Highway Map of Iowa Rulers Opaque projector	Finding Out How Far On our Iowa road maps 1½ inches stands for 20 miles. This is called the scale of miles. We can figure out how far it is to different towns by

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
mileage figures	map about half-way between Oelwein and Strawberry Point. Refer to legend; explain that these pink numbers tell how many miles it is between places on the map that have pink stars by them. Using opaque projector show examples, e.g., it is 20 miles from Strawberry Point to Oelwein, 15 miles from Oelwein to Independence, 13 miles from Independence to the junction of State Highway 150, 16 miles from this junction to Vinton, etc. (Whether to discuss the small black mileage figures indicating distances between highway junctions, etc. will probably depend upon the particular group of students being instructed. If they readily understand the concept of accumulated mileage figures, the discussion can be expanded to include these additional figures. This concept may be postponed, however, if it would tend to confuse the students at this point.) 3. Write experience chart 4. Seatwork: Worksheet exercises using the road map. Questions such as: If you wanted to go from Algona to Humboldt, what highway would you take?_____Is this a U.S. or state highway?_____What direction would you be traveling?_____How many miles would you travel?_____ 5. Vocabulary: accumulated mileage figures, highway junction, measure	Chart paper Section cut from map and mounted on experience chart; circle accumulated mileage with marker. Duplicated worksheet exercises	measuring with a ruler. But numbers written on the map also tell how far it is between various towns and highway junctions. These numbers are called accumulated mileage figures.
C. To develop skills in reading a road map (Cont'd)	1. Review previous lesson on computing mileage between various towns, etc. Read experience chart, <u>Finding Out How Far</u> 2. Have students figure out mileage between towns	Experience chart	<u>Using the Distance Table</u> The Distance Table is a chart on the

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
5. Reading a Distance Table	or cities that are rather far apart, such as Des Moines and Mason City. Suggest that there is a faster and easier way than adding up all the mileage figures -- draw attention to the Distance Table on the back of the Iowa Road Map. Using the opaque projector, show students how to use the table: Find the name of the first city you want, Des Moines, at the top of the chart. Put a piece of paper along the row of numbers that go <u>down</u> under this name. Now find the name of the other city, Mason City, at the top of the chart. Put a second piece of paper under the numbers that go <u>across</u> the chart from the name, Mason City. The number in the box where the papers meet tells how many miles it is between Des Moines and Mason City. 3. Give students opportunities to use the Table. If their home town is not listed in the Table, find the nearest city that is, figure mileage to that city, add this to the mileage figures in the Table, etc. 4. Write experience chart. Read orally 5. Seatwork: Worksheet exercises using the Distance Table and the road map. Examples of questions: How many miles is it from Cedar Rapids to Dubuque? _____Which would be the longest trip, from Boone to Charles City or from Ames to Manly?_____How far is it from Ames to Manly?_____If you were flying in an airplane, how many miles would you travel from Fort Dodge to Mason City?_____If you went in a car how many miles would you go on a trip from Fort Dodge to Mason City?_____Etc.	Official Highway Map of Iowa Opaque projector Additional references for map skills: <u>Finding Ourselves</u>, Eileen Corcoran, Frank E. Richards, Publishers: Phoenix, N.Y., 1966 <u>How Maps and Globes Help Us</u>, David L. Hackler, Benefic Press: Chicago, Ill. Chart paper Distance Table cut from an Iowa map and mounted on experience chart Duplicated worksheet exercises	back of the Iowa road map. It tells the distance between some of the cities in Iowa. Using the Distance Table is a lot faster and easier than adding up all the mileage figures yourself.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
D. To appreciate the value of planning a trip in advance.	1. Display a large box which has been covered with a road map, parts of travel folders, etc. Use cut out letters to form question on box: Are You Ready to Go On a Trip? In box put travel folders, ads from newspapers, etc. which advertise vacation areas. On each folder type or print one question: How much money will you need to take on your trip? When will you go on your trip? How long will you stay when you're on vacation? Where will you go on a trip? What clothes will you take on a trip? How will you travel? Where will you sleep when you're on a vacation? Where will you eat when you're on a trip? What will you do for fun on your trip? What things will you have to pay for when you go on a trip? How many miles will you travel when you take your trip?	Large cardboard box Old road maps, travel folders, etc. Cut-out letters from construction paper Copies of travel folders, ads from newspapers and magazines.	Things to Think About When Planning a Trip 1. How much time do we have? 2. How much money can we afford to spend? 3. Where will we go? 4. What clothes and things will we take? 5. How will we travel? 6. Where will we stay? 7. Where will we eat?
	2. Ask students if they're ready to go on an imaginary trip, have them take a folder or ad out of the box before they "leave" on vacation and look through it until they find the typed question. Have students try to answer these questions in reference to the kind of trip they'd like to take.		
	3. Bring out that before going on a real trip these kinds of questions should be considered	Chart paper	
	4. Summarize the important things to think of when planning a trip and write experience	Paper and pencil	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	chart. 5. Seatwork: Copy experience chart and keep in a notebook.		
D. To appreciate the value of planning a trip in advance. (Cont'd.)	1. Review previous lesson by reading experience chart, Things to Think About When Planning a Trip. 2. Discuss how each point affects the kind of trip we can take. For instance, if we can be gone for two weeks we might take a longer trip than if we have just a week-end. A long trip will probably cost more than a shorter one. If we don't have enough money we may not be able to take a trip at all. If we stay with relatives we'll probably eat at their house. Etc. 3. Summarize how our trips might be affected by each of these considerations. Have students record statements on the tape recorder. 4. Stress the importance of considering these questions before taking a trip; write experience chart. 5. Seatwork: Have students read the following directions and make lists for each: 1. Plan a week-end trip to see a relative. What might you need to spend money for on your trip? 2. Plan a three-day sight-seeing tour to Des Moines. What might you need to spend money for on your trip? 3. Plan a two-week camping and fishing trip to Backbone State Park. What might you need to spend money for on your trip?	Experience chart Tape recorder Chart paper Duplicated worksheets	It's Important To Plan Planning for a trip can make it more enjoyable. If we plan carefully, we won't run out of money before we get back home. If we plan ahead we'll take the right kinds of clothes for the kinds of activities we'll be doing. If we're going to travel by car, we'll have to study the road map to find the right highways to take. It is important to plan before we leave.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
K. To develop skill in asking for directions and help courteously. 1. When to ask for help. 2. Who to ask for help.	1. Play several tape recorded narratives and discuss what should be done in each situation. I. "The Campbell family were traveling in their car through northern Iowa. They were going to visit an aunt and uncle who had just moved to Mason City. They were driving north on U.S. Highway No. 63 and wanted to turn west on Highway 18. But somehow Mr. Campbell missed the junction and he doesn't know how to find this highway." Discuss stopping at a filling station, store, or restaurant to ask directions to the right highway; who to ask if they are not near a town; how to ask politely; etc. II. "Jim Hansen left his coat in the car while he and his family went into a restaurant to eat lunch. When they came out, Jim discovered his coat was missing." Discuss who to go to when something is stolen; what information the police will need; stress locking the car and not leaving things in sight, etc. III. "Trudy Westphal was going to take the train to Des Moines to see her grandmother. While she was waiting in the train depot she wanted to go to the restroom but she didn't know where it was."	Tape recorder Taped narratives	Asking For Help When we're traveling sometimes we need to ask for help. We might have to ask how to find a highway, a motel, a place like a park or museum, or a restroom. Some people who we can ask for directions and help are filling station workers, people who work in restaurants and stores, policemen and highway patrolmen. We should be very polite when we ask for directions.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
K. To develop skill in asking for directions and help courteously. (Cont'd.) 1. When to ask for help 2. Who to ask for help (Cont'd.)	Discuss who to ask; proper use of public restrooms; etc. IV. "When the Simpsons were driving along the Interstate, their car started to make a funny noise. The noise got worse and soon the engine stopped altogether." Discuss what to do on the Interstate; what to do on other highways; who to ask for help; what to do with the car; etc. 2. Write experience chart and read orally. 3. Seatwork: Begin to make a mural showing the people who can help us as we're traveling. Depict each person offering help in certain situations, e.g., a patrolman driving up to a stalled car, a waitress pointing to the restrooms in a restaurant, etc.	Chart paper Picture of a person talking to a filling station attendant, mounted on experience chart. Kraft paper Tempera paint Brushes	
K. Asking for directions and help courteously. (Cont'd.)	1. Review previous lesson by re-reading experience chart, <u>Asking For Help</u>. 2. Play the tape recorded narratives again and dramatize each situation. Stress asking for help politely and listening carefully to the directions given. Dramatize following these directions. Emphasize also how to give directions to people.	Experience chart Tape recorder Taped narratives used in previous lesson	<u>Asking and Giving Directions</u> We must be very courteous when we ask someone for directions. We also have to listen carefully

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	3. Give further dramatization experiences in giving directions--to places in the school building, in the town, in the area, etc. Discuss that people traveling through our home town might ask for directions. Emphasize the need for clarity, courtesy, etc.		so we'll be able to follow the directions they give us.
	4. Write experience chart. Read orally.	Chart paper	If people ask us for directions we should tell them as clearly as we can. If we don't know how to get to the place they want, we should tell the people who can help them.
	5. Seatwork: Write stories to go with mural--tell what kind of help we might ask each person for and how we would ask. Mount stories on pieces of burlap or other textured material and display with mural.	Paper and pencils Mural Pieces of colored burlap or other textured material	
	6. Vocabulary: courteous, follow directions.		
L. Culmination of unit.	1. Make plans to take a one day field trip to a museum, state park, scenic area, etc. which is fairly near the school.		(Make lists of things to consider in planning the trip: the highway routes to follow, rules of conduct on the bus and at the museum, etc.)
	2. Let students help decide where to go on the trip. Consider how much time will be available, what expenses there would be for the students at different places, what would be interesting to the most people in the class. Write letters to various places for specific information.	Chalkboard Chart paper Stationery Stamps	
	3. When a place has been decided upon for the trip, look at road maps to find out how to get there. Mark the route on the map. When actually taking the trip, have two students be responsible for telling the school bus driver what highways to take,	Iowa road maps Magic marker	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
L. Culmination of unit. (Cont'd.)	etc. (Ask driver to follow their directions, even if they make a mistake. Many good learning experiences could result!) 4. Plan with student what they will need to take on the trip. Discuss the kinds of clothes that will be appropriate, the money they will need, necessary personal items such as combs, sunglasses, etc. 5. On the trip eat a meal in a restaurant. Let students order for themselves (stress eating a balanced meal) and have them pay for their own food. Take advantage of opportunities on trip to show the importance of proper behavior in public places, not being a litterbug, safety rules when traveling, proper use of public facilities and public property, etc. Look for situations where students can ask someone for directions to a restroom, etc. 6. After the trip, discuss and evaluate the students' behavior, the effectiveness of the planning, the restaurant experience, etc.		

The following two pages are to be used as masters for making overhead transparencies.

The outline of the state of Iowa could be projected, then traced, to produce any size outline for use on bulletin boards, experience charts, etc.

	AMES	CEDAR RAPIDS	IOWA CITY	MASON CITY	SOUIX CITY	STORM LAKE
AMES		101	118	98	169	121
CEDAR RAPIDS	101		27	143	251	222
IOWA CITY →	118 ↓	27		170	285	239
MASON CITY	98	143	170		197	134
SOUIX CITY	169	251	285	197		72
STORM LAKE	121	222	239	134	72	

FIND DISTANCE — AMES TO IOWA CITY — (118 MILES)

L I F E E X P E R I E N C E S T A R T E R U N I T

P R E P A R I N G F O R W O R K E X P E R I E N C E

A D V A N C E D L E V E L

I. SELECTION OF UNIT: PREPARING FOR WORK EXPERIENCE

This unit would serve to introduce students to the knowledge, concepts and attitudes that are prerequisite for successful work experiences in a work-study program. It would be taught before the students are placed in actual job situations.

A unit of this nature can provide many meaningful opportunities to develop basic functional skills necessary for adequate vocational adjustment.

II. SUB-UNITS

A. Good Work Habits
B. Job Requirements
C. Personal Information
D. Application Forms
E. Interviews
F. Good Grooming
G. Safety
H. Health Habits
I. Citizenship
J. Job Readiness

III. GENERAL OBJECTIVES

A. To Learn What a Good Worker is Like

1. Understanding the importance of good work habits

   a. Responsible
   b. Honest
   c. Punctual
   d. Ability to get along with people
   e. Takes orders and follows directions
   f. Clean and neat appearance

2. Understanding the meaning of good manners and courtesy and their importance in successful work relationships

B. To consider vocational requirements for work experiences

1. Functional academic skills

2. Physical skill and stamina

3. Mental aptitude

C. To become aware of the personal information that is needed before starting to look for a job

D. To learn and practice skills needed to apply for a job

1. Application forms and letters

2. Personal interviews

E. To learn the importance of good grooming in getting and holding a job

F. To understand the importance of safety and health rules when working

G. To guide pupil self-evaluation in deciding upon suitable work experiences

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. List expenses that might be incurred in working such as bus fare, lunch money, uniforms, etc.

2. Tell time in relation to appointments

3. Use a calendar when discussing working days and leisure days or days off

4. Figure the time it will take to get from home or school to the job

5. Discuss length of working day; time and length of lunch hours and coffee breaks

6. Dramatize using arithmetic skills in work situations such as a waitress figuring a customer's check, a grocery store stock boy stamping prices on canned goods, etc.

7. Practice writing birth date, current date, etc. on application forms
8. Read city maps to locate places of business and factories where work-study students are employed
9. Figure the expenses involved with illness, e.g., wages lost, cost of doctor bills and medicine, etc.
10. Use a mail-order catalog and select a complete outfit that would be suitable to wear for an interview. On a sales slip write the cost of each article; add to find the total cost of the outfit
11. Compare the cost of a week's transportation to work on the bus, by car pool, by taxi, by walking
12. Practice punching in on a time clock; read the times recorded on the cards

B. Social Competency Activities

1. Interview employers, former work-study students who are now employed, students' parents, etc. Ask what a good worker is like, how to keep a job, what constitutes a successful work experience, etc.
2. Make lists of the habits, attitudes, and values necessary for getting and holding a job
3. Dramatize work situations involving getting along with other people, e.g., reacting to gossip during coffee breaks, receiving constructive criticism from the boss, asking for help from fellow employees, etc.
4. Take a self-test to help students evaluate their personality, manners, self-control, courtesy, etc.
5. Write experience chart about the adjustments to be made when going from the school setting

to a work experience, e.g., being more tired from standing a long time on the job, not having a teacher present to guide, correct, or make assignments, etc.

6. Tape record a conversation with an employer as he discusses the kinds of problems employees have on the job, reasons why people get fired, etc.
7. Dramatize proper conduct when being personally interviewed for a job; record on tape recorder and discuss
8. Develop a series of lessons on "Seeing the Employer's Point of View." Dramatize situations and write experience charts about the employer's problems when workers are inefficient, dishonest, not punctual, etc.
9. Make a display of reject items from local factories to show results of inadequate workman performance. Compare with quality products

C. Communicative Skills Activities

1. Listen to tape recordings of stories from books
2. Write business letters asking for a job reference, a copy of a birth certificate, etc.
3. Take notes on material read in books; record on 3x5 cards
4. Look up address of the Social Security office in the telephone directory
5. Prepare a card to carry that lists pertinent personal information that is needed when filling out application forms
6. Practice good telephone manners when dramatizing calls to arrange for job interviews
7. Write letters of application

8. Fill out application forms for social security numbers, work permits, job opportunities, etc.
9. Read city bus schedules, taxi rates, etc.
10. Write letters of invitation and thank-you notes to resource speakers
11. Practice listening to and carrying out various kinds of directions and orders, e.g., how to get from school to a factory, procedures to follow when cleaning the floor, etc.
12. Decide upon questions to ask when interviewing people presently employed in semi-skilled or unskilled jobs
13. Give class reports on visits to industries or businesses, interviews with workers, part-time work experiences, etc.
14. Dramatize conversations with potential employers in job interview situations, on-the-job training experiences, etc.
15. Dramatize using reading skills in work situations such as a nurse's aid reading patients' names on food trays, a stock boy reading labels on boxes and shelves, factory workers reading safety precaution signs over machinery, etc.
16. Read and fill out self-evaluation forms
17. Read articles in the newspaper about the accomplishments, expansion plans, goals, etc. of various local businesses and industries

D. Health Activities

1. Make good lunch selections from restaurant and factory cafeteria menus; plan food to carry in lunch boxes. Prepare bulletin board displays

2. Discuss and dramatize procedures for notifying an employer when ill
3. Use commercially prepared transparencies to stimulate discussion of a worker's responsibility for his own health and well-being
4. Complete worksheets about good physical and mental health
5. Plan a "style show" showing suitable clothing for various kinds of jobs, e.g., waitress uniforms, work clothes for factory jobs, clean and neat clothes for a candy counter clerk, comfortable shoes for a nurse's aid, etc.
6. Find pictures of appropriate outfits to wear when going for a job interview
7. Dramatize job interviews when the applicants are well groomed and neat; contrast with situations in which the applicants are poorly groomed and unattractive
8. Prepare a time budget for one week; make a wheel chart to show the proportion of time spent sleeping, working, time for leisure activities, etc.
9. Take a self-evaluation test; consider physical stamina and abilities when thinking about job possibilities

E. Safety Activities

1. Display different kinds of safety gear worn on some jobs
2. Make charts listing possible safety hazards in different jobs, e.g., hot grill and grease at a short-order counter, handling bleach and cleaning solvents at a laundry, moving machinery in a factory assembly line, etc.. Also list safety precautions that are in effect
3. Discuss safe care of money and personal belongings when working

4. Prepare a class report on some of the laws and regulations governing safe working conditions in factories, etc.
5. Have a nurse who works in a local industry discuss and demonstrate the basics of on-the-job first aid
6. Outline proper initial steps to take in case of serious injury to self or a companion when on the job
7. On a field trip to an industry or business, note fire escape routes, alarm systems, planned procedures for evacuation, etc.

F. Vocational Competency Activities

1. Arrange for former work-study students to visit the class on their days off. Have them tell about their jobs, how they got them, what the work is like, etc.
2. Take field trips to businesses and industries where work-study students are employed
3. List possible jobs in which work-study students may be placed. Make a chart for each job, listing the various requirements necessary for success on the job
4. Have students choose the work experiences in which they wish to participate in the work-study program
5. Take snapshots of industries and businesses visited. Also take pictures of employers, some employees on the job, various activities involved in different jobs, etc.

V. RESOURCE MATERIALS

Overhead projector, transparencies

Opaque projector

Films and filmstrips

Clock and calendar

Application forms, sales slips, etc.

Mail-order catalogs, magazines

Field trips to businesses and industries

Telephone and telephone directories

City bus and taxi schedules, rates and routes

Bulletin boards

Suitable clothing for various kinds of jobs

Wheel charts, display charts

Camera and film

Tape recorder

Time clock

City maps

Resource people: employers, former work-study students, parents, nurses, etc.

Books and pamphlets for student use

Personal information cards

Self-evaluation forms

Restaurant and cafeteria menus

Pictures and art materials

Various kinds of safety gear

Reject and quality products from local factories

VI. VOCABULARY

Specific names of:

businesses and industries in the community

employers

city bus and taxi companies

street addresses in the community

occupation	work experience	expenses	car pool
bus fare	taxi fare	lunch money	appointment
days off	work schedule	lunch hour	coffee break

birth date	illness	wages	sick leave
time card	personal interview	letter of application	responsible
reliable	honest	punctual	respect
pride	polite	courteous	angry
instructions	directions	appearance	grooming
employer	boss	employee	fired
personality	behavior	manners	complain
self-control	temper	adjustment	business letter
Social Security number	personal information	marital status	dependents
military status	physical handicaps or limitations	hobbies	references
application forms	print	work permit	signature
uniforms	work clothes	time budget	job requirements
skills	abilities	qualifications	safety gear
safety regulations	fire escape	evacuation routes	clean
careful	cheerful	reject items	quality products
evaluation	enjoy		

VII. LESSON PLANS

Sample lesson plans for ten lessons are included in this starter unit. These lessons do not attempt to cover the entire unit topic but rather should serve as a guide for the teacher.

The first five lessons are all lettered A and are concerned with the teaching of the first general objective of the Unit, A. To learn what a good worker is like.

The next two lessons cover the second unit objective, B. To consider vocational requirements for work experiences.

Lessons lettered C suggest ways of teaching the third general objective C. To become aware of the personal information that is needed before starting to look for a job.

The culminating lesson plan for the unit is included and covers the objective G. To guide pupil self-evaluation in deciding upon suitable work experiences.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
A. To learn what a good worker is like 1. Understanding the importance of good work habits a. Responsible b. Punctual c. Honest d. Gets along with people e. Takes orders and follows directions f. Clean and neat appearance	1. Introduce unit by listing former work-study classmates who are now working full or part-time and discussing their various jobs. Choose one person to invite to speak to the class on his day off. (Select a respected, well-adjusted worker). Assign a student to call the person and make the necessary arrangements for his visit to school. 2. Prepare a series of questions to ask. Include such things as where he works, how long he has worked there, what he has to do to be a good worker, what his boss and the people he works with are like, what problems he has on the job, etc. Write these questions down and assign various students to ask specific questions when the guest visits school. 3. Have the former student talk with the class and answer the questions. 4. Write experience chart. Read orally. 5. Seatwork: Copy experience chart to keep in notebook. Notebook will be divided into sections. Section I will be entitled, "Good Work Habits." 6. Vocabulary: interview, dishwasher, cafeteria, clean, careful, cheerful	Resource speaker - former work-study pupil Chalkboard Paper and pencils Overhead projector Student notebooks	(All experience charts are written on the overhead projector. The charts are copied by each student and kept in notebook for reference and review.) <u>Interviewing a Good Worker</u> We want to find out what being a good worker is like. We invited _____ to speak to our class. _____likes his job. He is a (dishwasher) at a (cafeteria). He has worked there for _____. He says he has to be clean, careful, and cheerful.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
A. To learn what a good worker is like 1. Good work habits (Cont'd.)	1. Plan to take a field trip to the place of business where the former work-study pupil works. Make arrangements for a tour of the facilities and a visit with the employer.	Field trip to business where former pupil works	The Trip To _____ We went to _____ where _____works. We saw how he does his job.
	2. Arrange to eat lunch at a restaurant or factory cafeteria. Get a menu before making the field trip and study the selection and prices of food items. Discuss the importance of eating a well-balanced lunch when working on a job. Decide how much money each student will need to take on the field trip for lunch expense.	Restaurant or cafeteria menus	A committee interviewed Mr._____, the employer. He said it is important for a worker to always come to work on time, to be clean and neat looking, and to always try to do the best job he can.
	3. Appoint a small committee of students to tape record an interview with the employer while he discusses what a good worker is like, the kinds of problems employees have on the job, reasons why people get fired, etc.	Tape recorder	Mr._____said that one of the biggest reasons why people get fired from their jobs is because they argue or get mad at the people they work with. A good worker has to be able to take orders from the boss and get along with the other workers.
	4. Take snapshots of the business visited, the restaurant or cafeteria where lunch was eaten, the former work-study student doing his work, his employer, some of the machines or equipment used in this job, etc. When pictures are developed, begin a bulletin board display showing all the businesses and industries in the community where students may have work experiences. Label each picture as it is put on the board.	Camera and film Bulletin board Caption: Places Where We Might Work	
	5. Write experience chart and copy in notebooks	Overhead projector Student notebooks	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	6. Seatwork: Using the restaurant or cafeteria menus, choose lunches for a week. List the items chosen for each day along with the price. Total the price of the food, add tax, and total again. Figure the amount of money needed for lunches for the whole week. 7. Vocabulary: employer, boss, interview, clean, fired, argue	Restaurant and cafeteria menus	
A. To learn what a good worker is like 1. Good work habits (Cont'd.)	1. Review previous lesson by re-reading the experience chart from that lesson and listening to the taped interview with the employer. Point out the importance of workers always trying to do their best work, etc. 2. Display a variety of books dealing with basic vocational topics. Have students browse through them and copy on 3"x5" cards any information they find that tells what kinds of attitudes and habits a person should have to be a successful employee. 3. Using the information collected by the students, compile a list of the habits, attitudes and values necessary for getting and holding a job. Use the overhead projector; make a ditto master and duplicate copies for the students to keep in their notebooks. 4. Seatwork: Develop a bulletin board display about good work habits. Have	Experience chart Taped interview 3"x5" file cards Books: The Job Ahead; (New Rochester Occupational Reading Series); Herman R. Goldberg and Winifred T. Brumber; Science Research Associates, Inc.: Chicago, Ill., 1963 Getting A Job; Florence Randall; Fearon Publishers, Inc.,: Palo Alto, Calif. 1966 "The Getting Along Series" by Thomas Mooney;	To be a good worker you must: 1. be reliable and try to do everything as well as you can. 2. have respect for other people and treat them all the way they should be treated. 3. be polite and nice to people. 4. mind your own business. 5. get to work on time every day. 6. be honest and not steal money. 7. be clean and look neat and well groomed. 8. take pride in your work. 9. do what the boss

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
A. To learn what a good worker is like. 1. Good work habits (Cont'd.)	students draw cartoon-like characters to illustrate good work habits and then label each picture, e.g., a bright smiling face and the sentence "Be cheerful and happy."; a figure with his hand caught in a cash drawer and the sentence "Don't steal things - be honest."; a figure hurrying and scurrying and the sentence "Work hard and don't be lazy." Etc. 5. Vocabulary: reliable, respect, polite, honest, appearance, grooming, pride, courteous, angry, complain, safety rules	Vol. I After School is Out, 1963 Vol. II Al Looks For a Job, 1964 Vol. III A Job at Last, 1964 Vol. IV Money in the Pocket, 1964 Vol. V From Tires to Teeth, 1964 Frank E. Richards Publisher: Phoenix, N. Y. Getting and Holding a Job, Bernard Schneider; Frank E. Richards Publisher: Phoenix, N.Y., 1966 Off to Work AAA and accompanying workbook; Paul H. Voelker and others; Stanwix House, Inc. Pittsburgh, Penn., 1965 From "The Accent Education Series" by Beatrice F. Dare and Edward J. Wolfe; Getting That Job, 1966 You and Your Occupation, 1966 Keeping That Job, 1967 Follett Publishing Co.: Chicago, Ill.	tells you to do. 10. not get in fights with the people you work with. 11. even when you're angry you shouldn't yell or swear or throw things. 12. ask for help if you don't know how to do something right. 13. not complain or grumble about things. 14. be strong and healthy and not tired. 15. work hard and don't be lazy. 16. follow safety rules and be careful. 17. be cheerful and happy.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
		Finding Your Job; Unit 1, Vols. I, II, III, IV, and Unit 2, Vols. I, II, III, IV, V; Finney Company: Minneapolis, Minn., 1963 Overhead projector Student notebooks Art supplies Bulletin board	
A. To learn what a good worker is like 1. Good work habits (Cont'd.)	1. Start lesson by saying, "When you're working on a job you think about things like how much money you're making, someone at work you're having trouble getting along with, how to use a new machine you don't understand very well, etc. But you're not the only one who may have problems. The boss has a lot of things to worry about, too." Discuss some of the problems that may confront an employer; list on a large piece of chart paper. Entitle the chart, "Seeing the Employer's Point of View." 2. Dramatize work situations, emphasizing the employer's point of view. Encourage students to consider some of the responsibilities of the employer, how these responsibilities influence the boss's behavior in the work situation, and how important it is for employees to have good work habits. 3. Assign committees to collect and display reject items from local industries to show the results	Large chart paper Marking pencil or magic marker	Seeing the Employer's Point of View The employer has problems that he has to worry about. If a worker doesn't do his job right, the boss has to get someone else to do it over. This wastes a lot of time. It also means the employer has to pay two people for doing the same job. If an employee is dishonest and steals money

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	of inadequate workman performance. Also collect and display quality products and compare the differences. Discuss what is done with reject items, the wastefulness in terms of cost and time, etc.	Reject items and quality products from local industries	from the cash register, the boss is out that money. If enough is taken, the employer could go broke. Sometimes workers won't call in when they're sick and say they aren't coming to work that day. This makes a lot of trouble for the boss because there is no one to do that person's work.
	4. Seatwork: Write a short paragraph defining each of the following words in terms of the importance to successful work experiences: responsible, honest, punctual, courteous, follow directions, good appearance. Put papers in notebooks	Paper and pencils Student notebooks	
	5. Vocabulary: reject items, quality products, good work habits		
A. To learn what a good worker is like 2. Understanding the meaning of good manners and courtesy and their importance in	1. Initiate discussion by saying, "Mr._____ talked to our committee about some problems employees have on the job. He told us that some people lose their jobs even if they can do the work alright. They get fired because they argue or fight with other people or get mad when the boss tells them they've done something wrong. In order to be happy in any work we do, we must get along with the people we are working with." Discuss being courteous and polite; point out that getting along with others means thinking of their feelings, their rights, and what they will think of you. Talk about what "little things" can be done to make and keep friends on the job		Getting Along With Other People You show people you are courteous by what you say and what you do. If you don't care about other people, they won't care about you either. Anyone can learn to be courteous. When we are nice to others, we make them happy and we are
	2. View films about courtesy and listen to tape recordings of stories from books. Discuss.		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
successful work relationships	3. Dramatize work situations involving getting along with other people. Sample situations: (1) During a coffee break some people start gossiping about another worker in a different department. What should you do? (2) One day the boss stands and watches you work for awhile. He says you're doing the work wrong. What should you do? (3) You're told to clean the floor. You didn't understand just quite how to do it. What should you do? 4. Write experience chart and read orally. Students copy to keep in notebook 5. Seatwork: Duplicated worksheets. Instruct students to answer each question truthfully, then score their own papers and destroy them when they're finished. A score of eight "yes" answers would be considered about average. If they score less than eight, they should try to improve their relations with others Worksheet: Circle "yes" or "no" 1. I try to be pleasant even when I feel bad. Yes No 2. I am kind and courteous to people at home and at school. Yes No 3. I try to make my classmates feel important. Yes No 4. I don't use cross words or swear words. Yes No 5. I am especially careful and courteous when I'm driving a car or bicycle. Yes No 6. I try to control my temper and not get mad. Yes No	Films: Everyday Courtesy, U-2538 Mind Your Manners, U-3605 Social Courtesy, U-3359 Available from Audiovisual Center Division of Extension and Services, University of Iowa, Iowa City, Iowa 52240 Tape recorder Previously recorded tapes of stories from: Knowing Yourself, O'Keefe and Maxwell; John Winston and Co.: Chicago, Ill., 1954; pp. 67-77. Health and Safety for Teenagers, Gladys Jenkins; Scott, Foresman and Co.: Glenview, Ill., 1962; pp. 96-99. Overhead projector Student notebooks	happier ourselves. The best rule to follow is to treat others the way we would like them to treat us. Getting along with other people is one of the most important things in keeping a job.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
A. To learn what a good worker is like (Cont'd.)	7. I don't pout when something is disappointing. Yes No 8. I show respect to my teacher and school principal. Yes No 9. In my behavior I try to set a good example for others. Yes No 10. I'm not pushy or loud or act like I'm too important. Yes No 11. I remember the little things, such as saying "Please" and "Thank you." Yes No 6. Vocabulary: courteous, pleasant, swear, temper, pout, behavior	Duplicated worksheets	
B. To consider vocational requirements for work experiences 1. Functional academic skills 2. Physical skills and stamina 3. Mental aptitude	1. Initiate discussion by asking pupils what jobs they might be interested in doing in the work-study program. Point out that in our country a person is free to make his own choice when deciding on a job. The individual should consider certain things, however, like what jobs are available, what kinds of work the person would enjoy doing, and what jobs he or she is qualified to do successfully. 2. Point out that different jobs require different kinds of skills. To find out what skills are needed for various jobs, have students look for and write down information from books, from filmstrips, and from interviews with people employed as unskilled or semi-skilled workers. Find answers to questions such as: (1) What kind of reading does the job require? (2) What kind of arithmetic does the job require? (3) Would you have to write anything when you do this work?	Books: You and Your Occupation, Dare and Wolfe Getting A Job, Florence Randall The Job Ahead, Goldberg and Others Finding Your Job, Finney Company The Jobs You Get, Richard H. Turner; Follett Publishing Co.: Chicago, Ill. 1962	When We Choose A Job In our country we're free to choose the kind of work we want to do. We need to choose a job we can do well, however. Some kinds of things would be too hard for us to do. We need to choose a job that doesn't require some kind of reading or arithmetic that is too hard. Some jobs need people who are very strong. Other jobs need people who can make complicated things

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
B. To consider vocational requirements for work experiences (Cont'd.)	(4) Does the job require someone who is very strong? (5) What kind of tools or machines would you have to use on the job? (6) Can you understand what you're supposed to do on the job? (7) Does the job require any special training? 3. Help pupils to organize their thinking and form generalizations about the concepts discussed. Write experience chart to reinforce these 4. Seatwork: Copy experience chart to put into student notebooks. Begin to look in old magazines for pictures of people working at various occupations; keep for use in the following lessons 5. Vocabulary: skills, require, qualifications, occupation	"Follett Vocational Reading Series," Lillian Lerner, Margaret Miller The Delso Sisters, Beauticians, 1965 John Leverson, Auto Mechanic, 1965 Marie Perrone, Practical Nurse, 1965 The Millers, Willie B., Butcher, Baker, Chef, 1965 Filmstrips: Stocker in a Super-Market, 117B The Waitress, 117C The Variety Store, 117F The School Cafeteria Worker, 117G The Nurse's Aid, 117H The Gas Station Attendant, 117I Our Neighborhood Laundry, 96E Available from Eye Gate House, Inc., 146-01 Archer Ave., Jamacia, N.Y. 11435 Overhead projector Student Notebooks Old magazines Scissors	with their hands. Some of us may do work like this. It is important for us to choose a job where we can understand what we're supposed to do.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
B. To consider vocational requirements for work experiences (Cont'd.)	1. Have students make a chart for each specific job they had researched in the previous lesson. List the skills needed for each job. 2. Use pictures cut from magazines to illustrate the charts about the various jobs. Entitle the bulletin board, "Let's Think About These Job Requirements." 3. Compare the requirements for the different jobs. Encourage students to begin to consider these requirements in terms of their own qualifications. 4. Write experience chart. Copy into notebooks 5. Seatwork: Worksheets with examples of reading and arithmetic problems which might be encountered in work situations, e.g., (1) customer check to be added by a waitress, including sales tax (2) delivery slips to be made out by a shipping clerk (3) gasoline pump gauges to be read by a gas station attendant	Chart paper Magic marker Bulletin board Pictures from magazines Bulletin board letters Overhead projector Student notebooks Duplicated worksheets	Job Requirements Jobs like a carpenter's helper require people who can work long hours and do heavy work. Jobs like a shipping clerk require someone who can write and spell well. Jobs like a fry cook require someone who can work quickly and think about several things at the same time without getting confused. These requirements are some of the things we need to think about when we're deciding what jobs we want.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
C. To become aware of the personal information that is needed before starting to look for a job	1. Introduce lesson topic by playing a game, Twenty Questions. Have questions written on slips of paper, put slips into a box and pass them out to the students. See how many of the questions the pupils can read and answer without referring to anything. Sample questions: Do you have a Social Security number? What is it? What is your marital status? What grade school did you attend? What is your address? Do you have a birth certificate? What is a work permit?	Questions written on slips of paper Box	Personal Information You Need Before you apply for a job, there are things you need to know about yourself. Your birth certificate proves when and where you were born. Everyone who works must have a social security number. You need to know yours. A person over 18 does not need a work permit. The work permit law does not cover all kinds of jobs you may get. You will need the names of two adults who are not your relatives to give as references. It is very important to ask these people first before
	2. Discuss that there is certain personal information that each student should know about himself. This information will be needed when he or she applies for a job. Read chapter 3 in Getting a Job; also pp. 15-16 in Getting That Job.	Getting a Job, Florence Randall Getting That Job, Dare and Wolfe	
	3. Discuss what a birth certificate is; how to get one if you don't have one. Have students write a letter to the State Department of Health, Division of Vital Statistics, Des Moines to request copies of their birth certificates if they do not have them.	Stationary for writing letters	
	4. Invite a representative of the State Employment Agency to speak to the class about work permits. Ask him to discuss who should get these permits, what kinds of jobs are not covered by these regulations, how to apply for the permit.	Representative of the State Employment Agency	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
C. To become aware of the personal information that is needed before starting to look for a job (Cont'd.)	5. Discuss that everyone who works must have a social security number. Look up the address of the Social Security office in the telephone directory. Appoint one or two students to go to the office to get application forms and to report back to the class on the procedures to be used in applying for a social security number. Have any students who do not have their numbers fill out the forms	Telephone directory Application forms for social security numbers	you use their names.
	6. Explain that "most employers will require references when you apply for a job. These are the names and addresses of people (usually two are required) who know you and will tell the employer what kind of a person you are, if you are a good worker, etc." Discuss with the students who they can ask for references and how they should ask them - either in person or by letter. Dramatize asking someone for a reference. If students decide to write a letter, allow time for them to do this in class. Stress the importance of asking for a reference and getting the person's permission first before using his name	Stationary for writing letters	
	7. Write experience chart. Copy for notebook	Overhead projector Student notebooks	
	8. Seatwork: Worksheet about personal information data Do I have all the necessary information for my job interview? 1. To prove my age I need my _____ _____.	Duplicated worksheets	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	2. To draw my pay check I must give my _____ _____ _____. 3. If my age is under 18, and I work at certain jobs, I will need a ____ _____. 4. I will need the names of two persons, not relatives, to use for _____. 5. To give more information about myself, I have completed a _____ _____ sheet. social security birth certificate work permit personal information references 9. Vocabulary: personal information, birth certificate, social security number, work permit, references		
C. To become aware of personal information needed (Cont'd.)	1. Review previous lesson by re-reading experience chart. Point out that there is additional information that the students may need to know about themselves when they apply for a job and have to fill out application forms. Look at several different application forms used by local businesses or industries. On the chalkboard make a list of all the kinds of information asked for on these forms. Explain any terms which the pupils don't understand	Experience chart from previous lesson Application forms from local businesses or industries Chalkboard	Making a Personal Information List If we make a list with all our important information on it, the list can help us fill out application forms right.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
C. To become aware of personal information needed (Cont'd.)	2. Suggest that each student make a Personal Information List for himself. Explain, "This paper can help you when you go to apply for a job. It is important that you fill out application forms right and have all the words spelled right. Use your Personal Information List to help you do this." Help students get all the necessary information. (A sample Personal Information list is included at the end of the unit).	Personal Information Lists	We might not be able to remember everything if we don't have it written down. The list can help us make sure we spell words right on the application forms, too.
	3. Play Twenty Questions again to see if students can answer more questions correctly now.	Game, Twenty Questions	It is important that we have all the right information on our lists.
	4. Write experience chart	Overhead projector	
	5. Vocabulary: marital status, dependents, military status, physical handicaps or limitations, hobbies	Student notebooks	
G. To guide pupil self-evaluation in deciding upon suitable work experiences	1. To culminate unit, discuss with students the jobs they will want to try in their first work experience in connection with the work-study program. Stress the things to be considered when deciding what job they'd like to do: a. "What jobs are available?" The work-study program will help students find out this kind of information. b. "What jobs would be interesting to you? What work would you like and enjoy?" A job should be pleasant and fun to do. Because people have different interests, the same jobs won't appeal to all people. c. "What jobs are you qualified to do?		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
G. To guide pupil self-evaluation in deciding upon suitable work experience (Cont'd.)	Do you have the skills the job requires?" Stress the importance of each person realistically evaluating his abilities and skills so that he can choose a job at which he can be successful. Discuss briefly how frustrating and unpleasant a job can be if it is too difficult or is unsuitable		
	2. Give students copies of a self-evaluation questionnaire, Is This the Job I want? (A sample of the questionnaire follows.) Have each pupil fill out a sheet for each of the different kinds of jobs they are considering. Give help to students in answering each question realistically; work in conjunction with the school counselor and the work-study coordinator	Duplicated self-evaluation questionnaire School counselor Work-study coordinator	
	3. Using the completed questionnaires, have students decide upon the work-study job experience they wish to do first		
	4. Seatwork: Using the job selected, compare the cost of a week's transportation to work on the bus, by car pool, by taxi, by walking. Use bus and taxi rate schedules and current carpool rates	Bus and taxi rate schedules	
	5. Vocabulary: evaluation, enjoy, questionnaire.		

IS THIS THE JOB I WANT?

Job Position_____ Name of Business or Industry_____

Address of Business or Industry_____

1. What kind of job is it?_____
2. What kinds of things must I be able to do on this job?_____

_____

_____

_____

3. What are the working hours?_____
4. What schooling or special training do I need?_____
5. How much does the job pay?_____
6. Will I need to buy anything (like uniforms or tools) before I start to work?_____

   How much money would these things cost?_____
7. What are some good things about the job?_____

_____

8. What are some bad things about the job?_____

_____

9. How would I get to work every day?_____
10. How would I apply for the job?_____

_____

G3

PERSONAL INFORMATION LIST

Name_____ Sex_____ Social Security Number_____

Address_____ Phone Number_____
(street)

_____ Marital Status_____
(town) (state) (zip code)

Birth Date_____ Number of Dependents_____

Place of Birth_____ Military Status_____

Age_____ Height_____ Weight_____

Physical Handicaps or Limitations_____

Education:	Name of School	Location of School	Dates Attended From	Dates Attended To
Grade School				
High School				
College				

Last grade completed_____

Former Employment (Give most recent jobs first)

Employer	Address	Position	Salary	Dates Worked From	Dates Worked To	Why did you Leave?

Hobbies or Special Interests_____

References

Name	Address	Business	Phone

L I F E E X P E R I E N C E S T A R T E R U N I T

B U D G E T I N G

A D V A N C E D L E V E L

I. SELECTION OF UNIT - BUDGETING

Budgeting should be an integral part of the curriculum for the 15+ age level retarded students. This will be one of the last opportunities to emphasize teaching in the areas of "daily living" of which budgeting is so vitally important. This unit is designed to present experiences which will enhance the retarded youth's entry into the world of work. A number of sub-units can be taught to extend the benefits derived from a unit on budgeting.

II. SUB-UNITS

A. Leisure Time
B. Banking
C. Home
D. Job
E. Telephone
F. Responsibilities
G. Purchasing
H. Transportation
I. Medical - Health
J. Insurance
K. Gifts & Contributions
L. Savings
M. Citizenship
N. Safety
O. Money & Wages
P. Credit
Q. Taxes
R. Clothing
S. Food
T. Posture

III. GENERAL OBJECTIVES

A. To develop an understanding of the concept of budgeting money

1. Budgeting money means doing the very most with the amount available

B. To learn how to keep a budget

1. A budget plan may indicate how money may be budgeted more wisely

2. A savings and expense record may help in planning a program of saving

C. To learn specific ways to use money more wisely through budgeting

1. To budget money for special sales

2. To budget money for insurance

a. health

b. life

c. household or fire

d. car

3. To budget money for emergencies not covered by insurance or large luxury items

4. To use wise food shopping practices for a more effective budget of income

5. To learn factors of clothing purchase and care which will aid in a more effective budget of income

6. To learn that credit buying provides a quicker means of obtaining goods, but usually costs more money

D. To accept the procedure of banking as an aid to efficient budgeting

1. Checking Accounts

2. Savings Accounts

3. Bank loans

E. To experience actual practice in budgeting money, time and energy

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Figuring a budget
2. Totalling the costs of necessities
3. Comparing costs of items
4. Comparing insurance costs with costs of actual emergencies
5. Figuring dollar cost of credit
6. Filling out checks
7. Keeping checking accounts
8. Keeping savings record
9. Figuring time budget
10. Estimating budget items
11. Using catalog forms

B. Social Competency Activities

1. Meeting business personnel
2. Shopping tour experience
3. Inquiry for information from salesmen
4. Service project activities

5. Planning leisure activities

C. Communicative Skills Activities

1. Completion of budget forms

2. Telephoning bank, department store, insurance agency, finance company

3. Preparation of monthly purchase items

4. Reading newspaper ads

5. Using a catalog

6. Writing letters for field trip appointments

7. Check writing

8. Keeping records of class project

D. Safety Activities

1. Practicing household safety as prevention against added expense

2. Practicing accident prevention as important to general welfare

3. Practicing wise use of energy for more efficient, safe work habits

E. Health Activities

1. Discuss proper clothing for seasonal use

2. List four basic food groups

3. Plan grocery lists from food groups

4. Fill out health insurance information

5. Practicing habits of wise energy use

F. Vocational Competency Activities

1. Making appointments
2. Meeting personnel
3. Filling out personal information forms
4. Practicing efficient work habits

V. RESOURCE MATERIALS

Telephone
Newspaper Ads
Bank Personnel
Department Store Manager
Films
Filmstrips
Budget Forms
Sample Checks
Deposit Slips
Application blanks for Checking Account
Application blanks for Credit Account

Bulletin Boards
Experience Chart - tablet, magic marker, easel
Overhead Projector
Transparencies
Sample insurance policies
Fabric samples
Catalogs
Catalog order blanks
Sample Contracts
Field Trips: bank, department store

VI. VOCABULARY

budget	wisely	receive	utilities	saving
income	expect	wages	expenses	insurance

entertainment
record
date
month
column
newspaper
sales
special
regularly
bargain
policy

insurance
liability
comprehensive
collision
premium
group policy
retired
employer
employee
emergencies
economy

nutrition
produce
vegetables
variety
supplies
clothing
fabric
brand name
catalog
credit
contract

interest
instalment
finance
payment
charge account
licensed lender
rating
bank
check
account
saving

stub
statement
reference
withdrawal
check book
cancelled
leisure
energy
record
funds

VII. LESSON PLANS

Sample lesson plans for ten lessons are included in this starter unit. These lessons do not attempt to cover the entire unit topic but rather should serve as a guide for the teacher.

Lesson A is introductory and covers the first general objective, A. To develop an understanding of the concept of budgeting money.

The next two lessons relate to the general objective, B. To learn how to keep a budget.

The next five lessons relate to the general objective, C. To learn specific ways to use money more wisely through budgeting.

The general objective D. To accept the procedure of banking as an aid to efficient budgeting is the topic of the ninth lesson.

The final lesson combines a culminating project with the general objective, E. To experience actual practice in budgeting money, time and energy.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
A. To develop an understanding of the concept of budgeting money 1. Budgeting means doing the very most with the amount available.	1. Introduce this unit with a thorough explanation of the term "budget". To budget is to plan the amount of money which will be received and how it will be spent. Include the class members through a discussion of from where the money spent by each of them comes. It will probably be from (a) part time jobs, (b) allowances or (c) indefinite sums given by parents as a need arises. Emphasize that a budget is based upon knowing approximately how much money may be anticipated and deciding for what it is to be used before it is spent. 2. Explain that planning or budgeting money helps a person understand where his money goes. Money is easily spent as a need arises, or when a person sees something he wants. If no thought is given to how much of the total sum is needed for many things, the money may be gone before these things are purchased. 3. Write experience chart. 4. Seatwork: Have students prepare (or hand out) mimeographed paper divided into two columns. Label the columns: (1) Things for Which I Spend Money (2) Things I Really Need Each Month Explain that students should list such things as candy, soft drinks, cigarettes, as well as regular needs for which they spend monthly. Have the students keep these sheets for comparison after they have more experience in actual budgeting.	Teenage Living, Ahern, Nell Giles; Houghton Mifflin Company: Boston, 1960, pp. 194-205. Getting Ready for Pay Day, Part Three: Planning Ahead, Hudson, Margaret W. and Ann A. Weaver; Frank E. Richards: Phoenix, New York, 1963. Filmstrip: Business Methods For Young People #1610 Visual Education Consultants, 2060 Helena Street, Box 52, Madison, Wisconsin. Film: Your Family Budget, U-2874, 11 min. $1.65 University of Iowa	Title: What is a Budget? A budget is a plan of how much money a person may expect to receive and how it will be spent. A budget helps a person get the very most from his money. We hope to learn how to budget so that we will use our money more wisely.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	5. Vocabulary: budget, income, wisely, expect, receive 6. Use of suggested filmstrip: This gives the advantages, and shows preparation, of a budget. Shows check writing and record keeping for checking accounts.		
B. To learn how to keep a budget 1. A budget plan may indicate how money may be budgeted more wisely.	1. Introduce this lesson with reference to experience chart of Lesson A and plan to learn how to keep a budget. Have students look at lists made on how they spend the money which they currently receive. Ask the following questions: (1) Do you always have money for the things you need? (2) Do you spend a large amount of money on things you don't have to have? (3) Are there things you would like and do not have because you don't have enough money for them? 2. Display an example of a budget plan. Explain this as the actual record or written form of a budget. Define "take home pay" as the actual amount of money given by an employer to employee on pay day. 3. Explain deductions to the extent necessary for understanding "take home pay." 4. Seatwork: Hand out budget plan (B #1a) sheets to class. Guide them in filling out section labeled "Money I Take Home". Some may have several sources of income such as baby-sitting and a part-time job elsewhere. Have them fill in Total column at bottom of sheet. Before filling out the column labeled "Money I Plan to Spend," it is suggested that the class make a	Mimeographed copies of a budget plan. (2 forms) For overhead projection a budget plan or a worksheet of a budget plan. Everyday Business, Lawson, Gary D.; Cal-Central Press: Sacramento, Calif., 1964, pp. 36-44. Film: Your Thrift Habits U-6278, 11 min. $1.65. University of Iowa. (Sample worksheet is given at the end of the unit)	A Budget Plan A budget plan is a record of the amount of money your take home pay will be and the amount of it you plan to spend during the month. In making a budget plan, you should know how much your take home pay will be, plan your expenses and decide what you would like to save.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
B. To learn how to keep a budget (Cont'd.) 1. A budget plan may indicate how money may be budgeted more wisely.	general list of items they should expect to buy monthly such as: bus fare school lunch school supplies personal items, i.e., deodorant, cosmetics gasoline (for those with cars) clothes After this practice, students may fill in the column on their own sheet. Assist individuals in establishing realistic estimates on items which are not in a specific amount. Explain to the students as they do this, that they now know where their money goes. Some may have totals greater in one column than those in the other. If income is greater than amount indicated for spending, this money should be spent for extras which are needed, for entertainment if not included, or for savings toward buying an item which costs more than the extra available at the time. For those whose expenditures amount to more than income, point up this as the value of having a budget. It has shown that either (1) the income isn't sufficient to meet all needs or (2) that money is being spent unwisely in some areas. Work with these students to establish which problem is indicated. 5. Write experience chart 6. Extensive follow-up practice would come beyond these initial introductory lessons. After the experience of noting current, personal budget		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
B. To learn how to keep a budget (Cont'd.) 1. A budget plan may indicate how money may be budgeted more wisely.	items, the study and practice should be with items which will be included on the adult level. The resource material, Everyday Business is recommended. Expenditures dealt with include items such as rent, utilities, food, car, etc. The approach to budgeting is with initial intent to save a portion of the income. This is a valuable concept to instill in the teaching of handling money. 7. Seatwork: Budget Plan B #1b. Have students plan a family budget using $280. Relate this experience to any discussion of realistic home situations which may arise in the classroom. 8. Vocabulary: wages, utilities, expenses, saving, insurance, entertainment	(Sample worksheet is given at the end of the unit)	
B. To learn to keep a budget 2. A savings and expense record may help in planning a program of savings.	1. After a budget plan is determined, some method of recording daily expenses must be carefully kept. 2. Discuss how this is important in knowing how well one is keeping within their budget. 3. Plan out a Savings & Expense Record by: A. Showing prepared Savings & Expense Record Form on overhead projector. B. Asking students for items to be included and when each should be paid. C. Reviewing why total days in the month are necessary. (a) Some bills are due same time every month	Transparency of Savings & Expense Record Form Transparency of Savings & Expense Worksheet of a Form for the month of June Chalkboard: To list the amount, figures, and expense items students will need to use in completing the form.	Savings and Expense Record The Savings & Expense Record is important in knowing how well you are staying within your budget. This record must be kept carefully and up to date. At the end of the month, you add the expenses for each column. From this you can tell if you have spent too much money.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	(b) Some expenses occur throughout the month. D. Emphasizing that this is a responsibility and must be accurate and kept up to date. E. Establishing a method of entering items correctly as to amount and column. F. Discussing the possibility of carrying a small notebook or calendar booklet to temporarily record cash items one may tend to forget. 4. Seatwork: Complete Savings & Expense Record using as take home pay $260 a month. Use the month of June. 5. Write experience chart. 6. Vocabulary: record, date, month, column	<u>Everyday Business</u>, Lawson, Gary D.; Cal-Central Press: Sacramento, Calif., 1964, pp. 39-44.	
C. To learn specific ways to use money more wisely through budgeting 1. To budget money for special sales	1. This lesson would be easily reinforced if presented at a time of special sales within the specific locale. Examples of such would be: 1. After Christmas 2. Seasonal change 3. Washington's birthday 4. Annual white sales 2. The newspaper ads relating to this would be used for comparison of sale prices with regular prices. Emphasize that money saved through budgeting may be used profitably at such times. Point up that quality of sale items should be	Newspaper advertisements of special sales Bulletin Board display of items needed regularly which may be bought at sale prices to affect a saving Films: <u>Wise Buying</u>, U-3124, 11 min. $1.65, Univ. of Iowa	<u>Saving for Special Sales</u> We may save money for special sales. The cost of things is less and we get more for our money. If we buy something we use regularly at the price of "2 for 1", we have saved the money we would

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
C. To learn specific ways to use money more wisely through budgeting (Cont'd.) 1. To budget money for special sales	checked. Some merchandise is bought just for special sales and is of a quality inferior to regular goods. A mark-down in price of regular goods is usually indicated on the price tag. 3. Point up that sales merchandise often may not be returned or exchanged. Therefore, a buyer should carefully check condition, size and fit, and be sure he can use the item before purchasing. 4. Write experience chart 5. Seatwork: Distribute special sale advertisements to each class member. Ask them to locate and write on paper, an example of a "bargain." They should list the regular price, the sale price, and the difference (or saving) of the item. They should define whether this would be a luxury item or may indicate savings on an item which one would expect to need, but pay more. This information would be presented orally to the entire class and discussion would include whether the class agreed that this was a worthwhile bargain. If one item is listed for sale at many places, several students could check the prices and information on quality to establish where the best buy might be obtained. If students have kept personal budget plans during this instruction, they might enjoy checking their savings to see if there is enough for a desired item which might be on sale. For items such as clothing, cosmetics, school supplies, the students should be guided	The Most for Your Money, U-4087, 14 min., $1.65, Univ. of Iowa.	pay for it next time.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	in checking the regularly allotted amount of money to see how many items they may buy and save next monthly allowance for this item. Note that this "saved amount" should be put into savings. 6. Vocabulary: newspaper, sales, special, regularly, bargain		
C. To learn specific ways to use money more wisely through budgeting 2. To budget money for insurance	1. Introduce this lesson by referring to the items listed on the budget plan for a family. Note the inclusion of insurance as an item for which money is allotted on a monthly basis. Ask students for discussion on the following questions: A. Why is insurance important? B. What kinds of things may be insured? C. How do you get insurance? D. Who needs insurance? 2. Explain that insurance takes care of emergencies which cost more than we might be able to pay at the time. 3. Discuss the fact that insurance premiums may not be due monthly. They may be due every 3 months, 6 months, or 12 months. Nevertheless, a monthly sum allowed for them makes them more easily paid. Use arithmetic problems on the chalkboard to show how an insurance premium costing $60 a year, and due every 6 months could be figured for a monthly allowance. Do the same for a premium due every 3 months and every 12 months. This will make clear how the money is available when due. The following areas are suggested for coverage:	Why You Need Insurance, Gillespie, George and George Waryee, New Readers Press: Syracuse, N. Y.,1959 Everyday Business, Lawson, Gary D., Cal-Central Press: Sacramento, Calif., 1964, pp. 73-81 Film: Sharing Economic Risks, U-2374, 11 min. $1.65, Univ. of Iowa	Insurance Insurance pays for emergencies which cost a lot of money. Money for insurance payments should be on the monthly budget plan. Everyone needs some insurance for protection and should provide the money for it.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
C. To learn specific ways to use money more wisely through budgeting (Cont'd.) 2. To budget money for insurance	4. Health Insurance A. Accident and illness often cause large doctor and hospital bills which cost more than people have saved. Insurance payment often amounts to more than a person has paid for the premiums. B. Many times if a person is ill, his salary does not continue. Some health policies provide money for living costs. C. Sometimes an employer will pay the health insurance premiums for his employees. D. Most workers belong to a group plan. This is usually less expensive than an individual policy. 5. Life Insurance A. Life insurance pays money to a wife if her husband dies. B. Money may be borrowed from the policy. C. Some life insurance policies provide money for retired persons. 6. Household Insurance or Fire Insurance A. We need to protect our homes and things in them. It would be very expensive to repair a house damaged by fire or replace much furniture that had burned or been stolen. Insurance provides the money to replace these items.		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
C. To learn specific ways to use money more wisely through budgeting (Cont'd.) 2. To budget money for insurance	7. Car Insurance A. State laws require liability insurance. This pays for injury to another person and damage to someone else's car. B. Comprehensive insurance pays for losses due to theft, fire, tornadoes, wind storms, glass breakage and similar losses. C. Collision insurance pays for damage to your car which is caused by hitting another car or objects. D. The cost of car insurance depends upon: (a) The value of the car (b) The purpose for which it is used (c) The average number of miles it is driven in a year (d) The age of the driver E. An insurance company will not pay accident costs if you have broken the law. Any driver must have a license. 8. Write experience chart 9. Seatwork: Describe one or more situations (fire, illness, car accident) in which insurance payment is due. Write the situation (s) on the board and assign students to write a letter to the insurance company, reporting the incident, listing costs, and requesting payment of the amount involved. A sample letter could be provided to assist with this assignment. Remind the students that in a real situation this must be done promptly and all information should be clear and		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	honest in order to have a claim settled to the advantage of a policy holder. B. Use the classified section of the telephone directory to locate insurance representatives. Have students find which representative would sell car insurance, life insurance, health insurance, and fire insurance. 6. Vocabulary: policy, insurance, liability, comprehensive, collision, premium, group policy, retired, employer, employee, emergencies		
C. To learn specific ways to use money more wisely through budgeting 4. To use wise food shopping practices for a more effective budget of income	1. Students should now be familiar with the general idea of budgeting. Explain that budgeting may apply also to use of money allotted for certain items on the large budget plan. The money spent for food is a large budget item and should be planned for best use. 2. Discuss comparing prices and quality for choice of store or stores from which to buy food, use newspaper ads to compare costs of certain foods. 3. From study of newspaper ads and their own experience, have students list necessary foods and rank according to cost. Meat costs more than bread, for instance. Use this to show how different amounts of money need to be allotted for different types of food. Give examples of reasonable food budget amounts for different sized families. 4. Point up ways to economize on food purchases through use of less expensive meats, dry milk, meat substitutes, and foods in season. Emphasize the necessity of maintaining a balanced diet in choosing foods, also.	Homemaking for the Educable Mentally Retarded Girl, Special Education Curriculum Development Center, (Univ. of Iowa, Iowa City, 1967. Section on Food and Nutrition) We Are What We Eat, Spitze, Hazel Taylor and Patricia H. Ratze, Austin, Texas: Steck-Vaughn Co., 1966. Bulletin Board display of "economy" foods. Everyday Business, Lawson, Gary D., Central Press, 1966: Sacramento, Calif. pp. 45-51.	Food Budget Money for food may be budgeted so that meals are better and cost less. Planning how to spend the budgeted money for food makes it go further.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	5. Write experience chart. 6. Seatwork: Homemaking for the Educable Mentally Retarded Girl, Everyday Business, and We Are What We Eat contain exercises for this lesson on food shopping economy. Seatwork activities could include: (1) arithmetic problems comparing costs of food items for the best buy (2) checking prices of "in season" foods (3) checking the price of whole milk as compared to a similar amount of powdered milk (4) making family grocery lists for estimates of food costs per week 7. Vocabulary: economy, nutrition, product, vegetables, variety, supplies		
C. To learn specific ways to use money more wisely through budgeting 5. To learn factors of clothing purchase and care which will aid in a	1. Remind students of comments on attention to food budget and relate the same basic principles to clothing. Proper care of clothing adds to increased value of money spent. Taking good care of clothing on hand (refer to Homemaking reference) will make it last longer and fewer clothing purchases will have to be made. Mending and alterations also lengthen the use of clothing. 2. Factors to consider when buying clothes should include: A - durability of fabric B - practicality of fabric and style C - reputation of brand name D - necessary care (is it washable, easy to iron,	Everyday Business, Lawson, Gary D., Cal-Central Press, 1960: Sacramento, Calif., pp. 51-55. Homemaking for the Educable Mentally Retarded Girl, Special Education Curriculum Development Center Fabric samples	Clothing Budget Care of clothes and buying clothes may save money when we know good rules. We have learned good rules in taking care of our clothes, making them last longer, and how to buy them.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
more effective budget of income	sanforized?) E - is price reasonable? F - is item really needed? 3. Fabric samples may be shown to the class for instruction in which materials wear better. 4. A class trip to a local clothing store may be arranged. The store manager should be contacted and asked to speak to students on clothes purchasing. 5. Clothing is not a separate item listed on the monthly budget plan. Ask students how the money spent for clothing is obtained. (Refer to the budget plan handout). Note that money allotted for personal items, which includes clothing, should be saved when the full amount is not used monthly. It should be spent when a definite clothing need arises or when special sales make a clothing purchase seem advisable. 6. Discuss ordering clothing from a catalog. This is convenient when it is difficult to make a trip to clothing stores, or for ordering items of underwear, for example, which do not require much selection. Emphasize care in filling out order blanks as to size. Use a catalog to show the page directing how to obtain correct sizes. 7. Write experience chart. 8. Seatwork: Use duplication of catalog order blanks for class practice. List items to be ordered, with price, on board and assist students in filling out blanks. Stress clear printing and correct address information so that return mail-	Clothing Filmstrips available from J.C. Penney stores Duplication of catalog order blanks On the Job, Klee, Ruth, Science Research Associates, 1963:Chicago, p. 17.	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
C. To learn specific ways to use money more wisely through budgeting (Cont'd.) 5. To learn factors of clothing purchase and care which will aid in a more effective budget of income	ing will be correct. 9. Provide students with 3x5 cards on which they may write the following sizes. (Some of this information may need to be obtained at home). Instruct students to carry this information with them to assure correct sizes when buying clothing. Suggest doing the same for other members of the family in case they should shop for them. Girls / Boys dress_____ / pants_____ blouse_____ / shirt_____ slip_____ / shoes_____ skirt_____ / socks_____ hose_____ / shorts_____ shoes_____ / undershirt _____ bra_____ 10. Vocabulary: clothing, fabric, brand name, catalog, (names of fabrics)	3x5 cards	
C. To learn specific ways to use money more wisely through budgeting 6. To learn	1. The Credit Series presented in the resource suggestion, Homemaking for the Educable Mentally Retarded Girl is excellent coverage if time allows for this extensive study. 2. Reference to previous lessons on how to spend the monthly budgeted amounts of money could precede the questions, "How do we buy large items which cost more than the money we have	Homemaking for the Educable Mentally Retarded Girl, Special Education Curriculum Development Center	Using Credit Using credit is a way to get something you can't pay cash for at one time. Credit costs money. A

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
that credit buying provides a quicker means of obtaining goods, but usually costs more money	saved and how would we pay for emergencies which might not be covered by insurance?" Examples of such would be the purchase of a major appliance such as a refrigerator or stove; or a long trip in the case of illness or death of a family member. Students may suggest "borrowing or charging." Explain that this is referred to as using credit. Consumer credit is buying things on time, borrowing money or getting a loan. It takes money to use credit and one must be very careful in using credit. 3. Emphasize that using credit gives you longer to pay for something. You may use the merchandise while paying for it and spend a certain amount monthly. You must be sure you will have this monthly amount of money to pay. The merchandise does not belong to the buyer until the final payment is made and may be taken back if payments are not met. Stress the importance of a good credit rating. 4. Other points for emphasis: A. Charge accounts (revolving or monthly). B. Finance or Loan Companies (reputation and size often affect the amount of the charge you pay for this credit). C. Bank loans (rate is usually less; you borrow the money and pay the dealer in cash). D. Down payments are usually required. The larger the down payment, the sooner the item	Film: Installment Buying, U-2584, 11 min., $1.65, University of Iowa Everyday Business, Lawson, Gary D., Cal-Central Press: Sacramento, Calif., 1966, pp. 56-60. Sample credit application forms Sample contracts Filmstrip: How Credit Unions Help in Your Community Group Cooperation (See address - Lesson A, Visual Education Consultants)	person must be careful to borrow from a licensed lender. A good credit rating is important.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART

is paid for.

E. Make certain to deal with a licensed lender.

F. Learn to read a contract. Never sign anything that you do not understand.

G. Paying cash is preferred to using credit. If an item is not needed (luxury) or if the family will have to do without things they need in order to meet payments, it is best to wait until cash can be saved for the item.

H. Most credit requires collateral.

I. Credit unions are often a place for industrial workers to receive financial aid.

J. Always know the true cost of the money borrowed.

5. Write experience chart.

6. Seatwork: Arithmetic problems in which (1) total cost (including interest) (2) down payment, and (3) number of monthly payments is given with instructions for students to find the amount of the monthly payment. An example similar to the following may be written on the chalkboard.

   1. Mr. Brown bought a television set which cost $200 with the interest.

   2. He made a down payment of $20.

   3. He wants to pay for it in 18 months. How

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	much would these payments be? 1. $200 2. -20 $180 3. 18) $180 (10 18 0 0 Credit application forms and sample contracts should be provided for student experience in filling in information. Emphasis upon reading a contract and keeping it in a safe place is needed. Remind students to be sure all payments are listed in the exact amount (i.e., no statement of "one final payment" without the amount listed), to mark out any statement not in agreement with the terms stated by the salesperson, and that interest and carrying charges are listed. 7. Vocabulary: credit, contract, interest, instalment, finance, payment, charge account, licensed lender, rating	Credit application forms Sample contracts	
D. To accept the procedure of banking as an aid to efficient budgeting 1. Checking	1. Introduce this lesson by referring to previous coverage as teaching good ways of handling money. Suggest that banking is another way we use to make handling money easier. It also helps us keep another record of how we spend our money. 2. Instruct students that banks are places where people may keep their money safely. There is not the chance of money being lost or stolen when it is kept in a bank. As the money is needed to	Everyday Business, Lawson, Gary D., Cal-Central Press: Sacramento, Calif., 1966, pp. 1-35. Getting Ready for Pay Day, Part 1: Checking Accounts; Part II: Savings	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
Account 2. Savings Account 3. Bank Loans	pay bills or spend for other reasons, it may be taken out by using a checking account. Instruct class in how to go to the bank and apply for a checking account. 3. Provide application blanks and have class fill them out. Explain what is meant by references and discuss what persons might be used as references. Students should always obtain permission before using a person's name as a reference. Perhaps the class could accomplish this together by asking the school principal, teachers, or guidance counselor during this instruction. Identify who should be listed as "next of kin," "relative,", etc. 4. Next, issue deposit slips and instruct students on how to keep this record of money put into the bank. Caution students to use care in totalling amounts on the deposit slip. Show students how to deduct any cash desired when depositing funds in check form. After students understand the procedures of depositing, hand out blank checks. Note: This lesson may be spread over several days, if necessary. 5. Instruct students, and allow for ample practice, in filling out checks. Remind them that the signature used on a check must be the same as that on record at the bank. Checks should be written in ink. Show students how to write checks for payment to other persons and also for obtaining cash. Allow practice for filling in check stubs.	Account, Hudson, Margaret W. and Ann A. Weaver; Frank E. Richards: Phoenix, N.Y.,1963 Checking account applications Sample deposit slips Bank checks Off to Work, Stanwix House, (and Record Books for Off to Work): Pittsburgh, Pa., 1966, pp. 59-60. Filmstrip: Business Methods for Young People. (See Lesson A) Film: Fred Meets a Bank, U-2378, 11 min., $1.65, Univ. of Iowa	The Bank We visited the _____ _____ Bank and saw where the money is kept. A bank is a very safe place to keep your money. Checks are easy to use. Saving in a bank earns interest on your money.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	REFERENCE CHART
	6. Show students how a monthly bank statement looks and explain how this should be checked when received. 7. Seatwork should include frequent repetition in use of the bank forms introduced. Students should be given information on bills to pay by check, amounts to be deposited in cash and checks, and withdrawals. When class is familiar with the procedures of a checking account, instruct in the savings account service offered by the bank. Show students how their savings may be increased through interest drawn, money is safer, and is less likely to be spent. The loan aspect of banks may refer back to the Credit lesson, emphasizing that bank rates are usually lower than other credit services. 8. A trip to a local bank is recommended, with full review of the services where understanding cooperation is available. 9. Write experience chart on trip. 10. Vocabulary: bank, check, account, saving, stub, statement, reference, withdrawal, check book, cancelled	Monthly bank statements	
E. To experience actual practice in budgeting money,	1. The final objective may be combined with a culminating activity. For practice in the budgeting of funds, time and energy, a class charity effort would be a very rewarding learning experience. A Children's Home or Nursing Home within the locale would serve as the object of the	Experience Unit, Family and Home, Advanced Level, Special Education Curriculum Development Center, Univ.	Our Class Project We have a class project with the _____ _____ Home. We will

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
time, and energy	activity. Many social value emphases might be possible through the experience of the class working together to help other people. A collection of funds could be accumulated throughout the year or through sales, odd jobs, or other class projects for raising money. More incentive for fund-raising would be assured if a goal of a specific amount were initially set. This would depend upon what the funds are to be spent for and would be decided upon by the class. They may want to give a party for the residents of the home, buy a picture for a wall, provide fresh flowers from a florist on certain days, or buy individual articles for particularly needy residents. Practice in budgeting would come through realistic selection of an amount of money to be spent. Any additional expenses might be figured in such as costs of transportation to and from the site, wrapping paper, party supplies, etc., depending upon choice of the class. 2. Class instruction prior to the project should emphasize the final objective of budgeting time and energy. Students should understand that this will be increasingly important as they become independent and are employed. Wise use of time and energy establishes a reputation of a good worker. This is essential to keeping a job and often provides chances for additional salary. 3. Efficient use of time and energy, in the home, pays off through fewer large repair bills, less possibility of costly accidents, fewer purchases of expensive items (such as appliances and furniture) through good upkeep, and a more pleasant environment. Good daily housekeeping	of Iowa, Iowa City, 1967; Lesson #8. Management for Better Living, Starr, Mary Catherine, D. C. Heath & Co.: Boston, 1963.	budget money, time and energy to get the most we can from this project. We think we shall be very proud of what we do.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
E. To experience actual practice in budgeting money, time and energy (Cont'd.)	also aids in this manner. 4. Specific examples of how to use time and energy effectively, instruct students in how good posture keeps the body "lined up" with all the parts where they are supposed to be. Practice good posture in standing, walking, sitting, bending and emphasize that remembering these good habits will keep one from becoming more tired as he works. Use examples of a man or woman, at dinner time, being so exhausted that he or she is irritable and has time only for rest, not pleasurable family activities. Teenagers may experience the same thing if they "wear themselves out" needlessly. 5. Stress that a person needs to plan his time in a manner similar to that for his money so that he may get the most value from it. Planning how time will be used helps avoid unnecessary waste of time spent on doing something that is of no benefit. 6. Seatwork: Have students make time charts like those suggested in the Family and Home unit listed under Resource Materials. After using these for general practice, have class make schedule of free work periods to spend either working on the class project (making some item for use in the Home) or actually visiting the Home and perhaps doing chores there. Such activities would be planned with the cooperation and approval of the institution staff, of course. Class records of the progress of the project would include:		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
E. To experience actual practice in budgeting money, time, and energy (Cont'd.)	1. Account of hours worked 2. Record of money collected 3. Record of money spent 4. Things learned from project A summary article of the project could be written for the school or town newspaper. 7. Vocabulary: leisure, energy, record, funds		

Worksheet for Lesson B #1a

A BUDGET PLAN

Money I Take Home			Money I Plan to Spend		
Wages I Take Home	$			$	
Total			Total		

Worksheet for Lesson B #1b

A BUDGET PLAN

Money I Take Home			Money I Plan to Spend		
Wages I take home	$ 250	00	Savings	$ 21	00
			Rent	70	00
			Utilities	20	00
			Garbage	2	00
			Food	70	00
			Car	20	00
			Insurance	12	00
			Entertainment	25	00
			Personal (Clothing, Medicine, Cosmetics)	10	00
TOTAL	$ 250	00	TOTAL	$ 250	00

Worksheet For Lesson B.2

SAVINGS AND EXPENSE RECORD

June									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									
26									
27									
28									
29									
30									
TOTAL									

I Add each column. This is the amount of each expense for the month.

Cut along this line

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.:_____Lesson Title:_____

_____

Check:

Content: Very appropriate__Somewhat appropriate__Not appropriate__

Suggestions
for teacher: Very helpful_____Somewhat helpful____Not helpful_____

Resources: Very helpful_____Somewhat helpful____Not helpful_____

Evaluative Statement:

Suggestions for Revision:

Cut along this line

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.:_____Lesson Title:_____

_____

Check:

Content: Very appropriate__Somewhat appropriate__Not appropriate__

Suggestions
for teacher: Very helpful_____Somewhat helpful____Not helpful_____

Resources: Very helpful_____Somewhat helpful____Not helpful_____

Evaluative Statement:

Suggestions for Revision: